SENIOR STUDENT HANDBOOK 2017
A GUIDE TO SUBJECTS & PROGRAMS

2017 Subject Information Guide for students in Years 10 and 11, 2016
# DOMAINS

<table>
<thead>
<tr>
<th>Domain</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>The Arts</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td></td>
</tr>
<tr>
<td>Languages - (LOTE)</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td>VET</td>
<td></td>
</tr>
<tr>
<td>VCAL</td>
<td></td>
</tr>
</tbody>
</table>

## CONTENTS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>4-9</td>
</tr>
<tr>
<td>Subject Selection Map</td>
<td>10-12</td>
</tr>
<tr>
<td>Select My Subject / Web Preference</td>
<td>13</td>
</tr>
<tr>
<td>English</td>
<td>14-15</td>
</tr>
<tr>
<td>Literature</td>
<td>16</td>
</tr>
<tr>
<td>VCAL Literacy</td>
<td>17</td>
</tr>
<tr>
<td>Religious Education</td>
<td>18-19</td>
</tr>
<tr>
<td>Religious Education Art</td>
<td>20</td>
</tr>
<tr>
<td>Religious Education Drama</td>
<td>20</td>
</tr>
<tr>
<td>Art</td>
<td>21</td>
</tr>
<tr>
<td>Dance</td>
<td>22</td>
</tr>
<tr>
<td>Drama</td>
<td>23</td>
</tr>
<tr>
<td>Media Studies</td>
<td>24</td>
</tr>
<tr>
<td>Music Performance</td>
<td>25</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>26</td>
</tr>
<tr>
<td>Theatre Studies</td>
<td>27</td>
</tr>
<tr>
<td>Visual Communication &amp; Design</td>
<td>28</td>
</tr>
<tr>
<td>VET Subjects</td>
<td>29</td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
<td>30</td>
</tr>
<tr>
<td>Physical Education</td>
<td>31</td>
</tr>
<tr>
<td>Outdoor Education</td>
<td>32</td>
</tr>
<tr>
<td>Languages - (LOTE)</td>
<td>33</td>
</tr>
<tr>
<td>Accounting</td>
<td>34</td>
</tr>
<tr>
<td>Business Management</td>
<td>35</td>
</tr>
<tr>
<td>Economics</td>
<td>36</td>
</tr>
<tr>
<td>Geography</td>
<td>37</td>
</tr>
<tr>
<td>History</td>
<td>38</td>
</tr>
<tr>
<td>Industry &amp; Enterprise</td>
<td>39</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>40</td>
</tr>
<tr>
<td>Sociology</td>
<td>41</td>
</tr>
<tr>
<td>Mathematics</td>
<td>42-43</td>
</tr>
<tr>
<td>Foundation &amp; General Mathematics</td>
<td>44</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>45</td>
</tr>
<tr>
<td>Specialist Mathematics</td>
<td>46</td>
</tr>
<tr>
<td>Biology</td>
<td>47-48</td>
</tr>
<tr>
<td>Chemistry</td>
<td>49-50</td>
</tr>
<tr>
<td>Physics</td>
<td>51-52</td>
</tr>
<tr>
<td>Psychology</td>
<td>53-54</td>
</tr>
<tr>
<td>Product Design Technology - Textiles</td>
<td>55</td>
</tr>
<tr>
<td>Product Design Technology - Wood</td>
<td>56</td>
</tr>
<tr>
<td>Systems Engineering</td>
<td>57</td>
</tr>
<tr>
<td>Food Studies</td>
<td>58</td>
</tr>
<tr>
<td>Information Technology</td>
<td>59-60</td>
</tr>
<tr>
<td>VET Technology</td>
<td>61</td>
</tr>
<tr>
<td>VCAL</td>
<td>62-66</td>
</tr>
<tr>
<td>VET</td>
<td>67</td>
</tr>
</tbody>
</table>
INTRODUCTION

To Students and Parents/Guardians,

The variety of options for students in the post-compulsory years of schooling continues to evolve to meet the diverse needs of this cohort. The vast majority of students will undertake the Victorian Certificate of Education (VCE) and some will include a Vocational Education & Training (VET) component in their studies. There is another option, the Victorian Certificate of Applied Learning (VCAL) for those students whose needs are not met by the VCE and VET options. This handbook is principally about the VCE and VET options. Students with an interest in VCAL should consult Mr Eddie or Mrs Lewis and refer to the brief introduction to VCAL in this handbook for more information.

VCE

The VCE records the achievements of students over the post-compulsory years and attests to their preparedness to enter post-school studies and employment. It is awarded to students who satisfactorily complete a balanced program of studies. The program of a full-time student will normally comprise 23 units taken over four Semesters or two years.

VCAL

The VCAL is a certificate for students in Years 11 and 12. It is especially designed for those students who do not require an ENTER score for University entrance because they have no plans to go to University. It is designed to develop work readiness and employability skills. There are 3 levels to VCAL to meet student abilities: Foundation, Intermediate and Senior. The VCAL program is structured to cover 4 compulsory strands:

- Literacy & Numeracy Skills
- Work Related Skills (WRS)
- Industry Specific Skills (ISS)
- Personal Development Skills (PDS)

VCAL suits students who “learn through doing” and who are looking towards taking on a School Based Apprenticeship or Traineeship (SBAT) or who are preparing to move directly from school to the workplace. If you are interested in the VCAL certificate please refer to the VCAL and VET sections of this handbook and seek further information from your teachers, Careers Counsellor and VCAL Coordinator.

As prospective students, you have a final opportunity to plan and select a course of study that will suit your individual needs and cater for your strengths and areas of interest for the future. A great deal of time and careful thought needs to go into their process with active communication between students, teachers, parents/guardians, Mrs Lewis and Mr Kluske.

This booklet has been prepared to give you as much information as possible on the structure of the VCE and VCAL, details of the many units offered at St Joseph’s College and a listing of staff who can assist further in specific subject matter. Should you be interested in a VCE unit that is not listed in this book, please speak to me about this.

The VCE Information Night on TUESDAY, 19TH JULY at the St Joseph’s College Mercy Campus is an excellent opportunity to investigate and research subjects to determine their suitability.

Students and parents/guardians should also consult the school VCE student planner for detailed and specific information about St Joseph’s College and VCAA policies regarding the satisfactory completion of VCE/VCAL.

It is hoped that all students will make the most of the opportunities offered to them both in preparation for their VCE/VCAL and in the challenges that the VCE/VCAL will no doubt hold.

Mr Greg Kluske, Deputy Principal – Learning & Teaching
It is important that you fully understand the following details as you begin your VCE.

**Victorian Curriculum and Assessment Authority (VCAA) Requirements:**
To meet the graduation requirements of the VCE continuing students (other than students returning to study), must satisfactorily complete a total of no fewer than 16 units.

Satisfactorily completed units must include:
- three units of the common study of English (Units 1, 2, 3 and 4) or Literature
- three sequences of Units 3 and 4 studies other than English

**St Joseph's College Requirements:**

**STUDY LOAD**
Full time students of the College studying under normal conditions and without need for special consideration would:

**At Year 11:**
- undertake twelve Unit 1 & 2 VCE studies including two English plus a Religious Education component.
  - OR
- undertake ten Unit 1 & 2 VCE studies including English plus RE along with one Unit 3 / 4 sequence given appropriate counselling and past performance.

**At Year 12:**
- undertake five sequences of Units 3 and 4 studies including English

Irrespective of the number of 3 / 4 units studied at Year 11, it would be expected that all students undertake five Unit 3 / 4 sequences at Year 12. Clearly, under normal conditions, access to career counselling and close monitoring of a student’s previous performance would dictate the particular study and number and level of units chosen.

**REQUIREMENTS OF VCAL**

To be awarded a VCAL Certificate, students must successfully complete a learning program, which is designed to comply with the following credit requirements.

VCAL Certificate requires 10 credits which must consist of:
- A minimum of 2 VCAL Units (PDS)
- at least 1 unit from each strand
- at least 1 credit each of Literacy & Numeracy
- 5 credits at least must be intermediate level, including 1 literacy and 1 VCAL Personal Development Skills unit
- at least 1 credit of VET at Cert I or II Level or above in the ISS Strand

And contain subject selections drawn from:
- VCAL units
- VCE units
- VCE VET units
- Vocational Education and Training (VET) accredited curriculum or Further Education (FE) accredited
- curriculum (one credit is awarded on successful completion of 100 nominal hours of accredited curriculum)

**WHERE TO FROM HERE?**

Students should consult as many informed people as possible, including their current teachers, subject specific teachers, Career Counsellor, VET Coordinator, VCAL Coordinator and Deputy Principal of Learning and Teaching. They should choose subjects that will provide desired outcomes, be enjoyable and fulfilling.

Year 10 students will need to list the 14 units they wish to study next year at VCE. Year 11 students will select English 3 and 4, and four other Unit 3 and 4 sequences for VCE.

Students opting for a VCAL program should follow the advice in the VCAL section of this handbook.

The subject selection process must be completed by **FRIDAY, 19th AUGUST.** This information will be processed and student timetables developed. At this time, a booklist confirming these subjects will be returned to students in time for the book sale.
**SATISFACTORY COMPLETION AND ACHIEVEMENT**

Students gain satisfactory completion of a unit of work (a subject over one semester) by working towards the outcomes stipulated at the commencement of the unit. Students are assessed by a number of different means and monitoring. Feedback and reporting occur at different times throughout the semester.

As a Mercy College, St Joseph’s College aims to provide the opportunity for all students to achieve personal excellence in their academic studies. To assist students to achieve their educational outcomes, the College caters for a range of individual learning needs, whilst promoting the Core Value of Excellence.

**ACADEMIC INTERVENTION FOR ‘AT RISK’ STUDENTS – INTERVIEW PROCESS**

The Homeroom Teacher or Pastoral Care Teacher will instigate an interview with Parents/Guardians, the Student and the House Leader, to develop strategies to enhance each student’s learning outcomes for:

- Students who receive an ‘Of Concern’ Progress Grade on Mid-Semester Interim Reports in one or more subjects.

- Students who do not attend the college on a regular basis, which should be no less than 90% attendance for classes, including Homeroom, Pastoral Care, Assembly periods and College Events.

- Students who have not completed all standards and tasks in Religious Education satisfactorily.

**PROCEDURE FOR AN ‘N’ RESULT FOR SEMESTER SUBJECTS**

If students receive an ‘N’ result for semester subjects in their End of Semester Report in one or more subjects, the House Leader will call a panel interview including Head of School, Parents/Guardians and the Student.

**CHOOSING UNITS – SOME ADVICE**

Most VCE students will use Year 11 to ‘work out’ what they wish to study in Year 12. Even this will involve a certain amount of choice of units and of the order in which the units are done. There needs to be much thinking, discussing and deciding. This is especially the case for students who may not know yet what they wish to choose as a career. Such choices at Year 11 may be extremely helpful in deciding their future VCE pathway. All decisions need careful thought and sensible advice. Advice can be gained through communication with parents, older students, subject teachers, Homeroom teacher, Careers Counsellor, family and friends in the workforce etc.

There is enormous potential in the VCE system, but the full development of that potential is not something that just happens; it is something that has to be made to happen; with considered thinking, planning and direction.

**ACCELERATION FOR YEAR 10 AND 11 STUDENTS**

Year 10 students wishing to study a Year 11 subject (Unit 1/2 subject), or Year 11 students wishing to study a Year 12 subject (Unit 3/4 subject), must achieve a B grade average (minimum of 73%), or higher in all Assessment Tasks for at least 5 subjects in each semester prior to applying for acceleration.

However, an E grade or lower (less than 42%) in any Assessment Tasks may preclude them from accelerating in any subject area.

- Students wishing to accelerate will need to complete an ‘Accelerated Learning Application Form’, as part of the subject selection process, to be signed by parents/guardians.

- Any student requesting Academic Acceleration will need to participate in an ‘Accelerated Learning’ formal interview with the Homeroom Teacher and Head of School. In this interview, expectations will be discussed and it will be determined whether the student is suitable for Accelerated Learning before agreement of the Accelerated Learning Request. If agreement to the request for ‘Accelerated Learning’ is made, this information will be passed on to parent/guardians and the Timetabler.

- If at any time there are concerns that students are not coping with the demands of the ‘Accelerated Learning’ program participation in the program will be reviewed.
**VCAA**
Reporting provides a comprehensive statement of student achievement over Years 11 and 12. Information about students will be reported mainly by means of a statement of results issued to students at the end of each calendar year. Students successfully completing a VCAL level certificate at the conclusion of a Year 11 program will also receive a VCAL certificate for their level. VTAC also provides students with an ATAR (Australian Tertiary Admission Rank) at the end of their VCE.

Achievement in all VCE units will be reported on the statement of results as S (Satisfactory) or N (Not Satisfactory), based on achievement of the unit outcomes. The grade of J is awarded to a student who has missed too many classes. It counts the same as N. In addition for VCE subjects, grades (A+ - E) will be reported for each assessment task undertaken as part of semester 3 and 4 level units. VCAL subjects are not graded but recorded as Competent or Not Yet Competent in achieving outcomes.

**ST JOSEPH’S COLLEGE**
The primary purpose of reporting is to provide students and parents/guardians with useful, accurate and clear information about performances on specific assessment tasks.

**Unit 1 & 2**
Formal reporting on progress towards the satisfactory completion of units and on levels of performance in assessment tasks designed by teachers will occur at the end of Term 1 (Interim Report and Parent/Teacher interviews); at the end of Term 2 (via a written report); at the end of Term 3 (Interim Report) and at the end of Term 4 (via a written report). Reporting will be in the form of grades and descriptive comment. The meaning of the grades will be clearly outlined on the report. Students will receive an S or an N for their Unit Outcomes as well as being awarded grades (A+ to E) for all VCE Assessment Tasks at Unit 1-2 level.

**Unit 3 & 4**
Reporting will be in the form of an S or N for their Unit Outcomes and a descriptive comment. Reporting on progress will occur at the end of Term 1 via interim reports, the end of Term 2 via written reports and the beginning of Term 3 via Unit 3/4 Parent/Teacher interviews.

**THE AUSTRALIAN TERTIARY ADMISSION RANK**
The Australian Tertiary Admission Rank (ATAR) is calculated for individual students by the Victorian Tertiary Admissions Centre (VTAC) and is derived from a student’s study scores for Units 3 and 4 VCE studies. It is the primary means of deciding which tertiary courses individual students will be offered.

**Determining the ATAR**
The ATAR is determined in two steps. It is based on the scores of the students who have scaled scores in English and at least three other studies. The study scores need not all be from the one year, but if a study is repeated, the scaled score of any subject is only used once to determine the aggregate and ATAR.

All eligible students are ranked in order of their ATAR aggregate and ATARs are then assigned with an even distribution of students over the ATAR. The ATAR is a number between 0 and 99.95 in intervals of 0.05. All students receiving an ATAR have been successful in that year’s VCE class. There is no notion of pass or fail involved, as an ATAR is only awarded to successful students.

An ATAR of 40.00 indicates that the student is ahead of 40% of that year’s successful VCE students. An ATAR of 90.00 indicates that the student is ahead of 90% of that year’s successful VCE students.

**Choosing VCE studies**
The ATAR is designed so that it should not affect a student’s choice of VCE studies. While scaling may raise the study scores in some subjects, the increase occurs only when the strength of competition is high. Scaling lowers the study scores of other subjects where the strength of competition is low. The strength of competition is measured by the total VCE performance of the students taking the study in that year.

Scaling and strength of competition thus balance out. This leaves students free to choose their studies on the right kinds of educational grounds: what they enjoy, what they are good at and what they need - given their intended future studies or careers.

Publications you may need to consult include the VTAC Guide to University and TAFE Courses and Victorian Tertiary Entrance Requirements (VICTER).

<table>
<thead>
<tr>
<th>Year 11 Students 2017</th>
<th>Year 12 Students 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>VICTER 2019</td>
<td>VICTER 2018</td>
</tr>
</tbody>
</table>

**NB:** VCAL units do not contribute to ATAR scores.
Where do your interests and abilities lie? Where does your choice of subjects lead you? The following guide may help you decide. As English is a compulsory VCE subject in all units 1-4, it is not listed below. The subjects listed are not all prerequisites for the named courses. If you will be in Year 11 in 2017 consult VICTER (Victorian Tertiary Entrance Requirements) 2019 and if you will be in Year 12 in 2017 consult VICTER 2018 regarding your prerequisites.

**ADMINISTRATION AND OFFICE MANAGEMENT**
- Information Technology
- Business Management
- Accounting
- Industry & Enterprise
- General Maths
- C2 Business

**ARTS / HUMANITIES**
- Literature
- Geography / History
- Legal Studies
- LOTE

**APPRENTICESHIPS / INDUSTRY**
- Maths Methods / General Maths
- Physics
- Information Technology
- Graphics / Geography
- D&T Textiles/Wood
- Food & Technology
- Industry & Enterprise
- Trade Certificates

**ARCHITECTURE / BUILDING**
- Maths Methods / General Maths
- Physics / Chemistry
- Graphics
- Information Technology
- Geography
- C3 Design Fundamentals

**BEHAVIOURAL SCIENCE**
- Biology
- Maths Methods / General Maths
- Psychology
- Physical Education
- Health & Human Development

**BIOLOGICAL / GEOLOGICAL AGRICULTURAL SCIENCES**
- Two of Biology, Chemistry or Physics
- Maths Methods or General Maths
- Specialist Maths
- Industry & Enterprise

**BUSINESS COMPUTING**
- Accounting / Economics
- Business Management
- Information Technology
- Maths Methods / General Maths
- C2 Information Tech.

**COMMERCIAL – BUSINESS**
- Accounting
- Business Management
- Economics
- Maths Methods / General Maths
- Information Technology
- C2 Business

**EDUCATION**
- Maths Methods / General Maths
- Information Technology
- or any subjects that you are good at and enjoy.

**HOSPITALITY & TOURISM**
- Business Management
- Geography
- Economics
- Accounting
- Information Technology
- Maths Methods or General Maths
- Food & Technology
- Industry & Enterprise
- C2 Kitchen Operations
- C2 Hospitality

**HUMAN SERVICES**
- Biology
- Physical Education
- Health & Human Development
- Chemistry / Psychology
- Maths Methods / General Maths

**LEGAL / WELFARE**
- Legal Studies
- Psychology
- Health & Human Development

**MEDIA / JOURNALISM**
- Literature
- Media Studies
- Studio Arts
- Theatre Studies
- Information Technology
- History

**MUSIC**
- Music / Music Performance
- Theatre Studies
- Dance
- C3 Music

**RECREATION / SPORT**
- Biology
- Geography
- Physical Education
- Maths Methods / General Maths
- Information Technology
- Industry & Enterprise
- Health & Human Development
- Outdoor Education
- C3 Fitness

**PERFORMING ARTS**
- Drama / Theatre Studies
- Literature
- History
- Music
- C3 Music

**WOOD INDUSTRY**
- D&T Wood
- General Maths
- Graphics
- Industry & Enterprise
- Physics
- C2 Building & Construction
<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>UNIT 3</th>
<th>UNIT 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNITY SERVICE</td>
<td>REL222 - REL ETHICS 2</td>
<td>REL331 - REL &amp; SOC 3</td>
<td>REL342 - REL &amp; SOC 4</td>
</tr>
<tr>
<td>ART111 - RE ART 1</td>
<td>ART111 - RE ART 1</td>
<td>COMMUNITY SERVICE</td>
<td></td>
</tr>
<tr>
<td>RELDR1 - RE DRAMA 1</td>
<td>RELDR1 - RE DRAMA 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGI11 - ENGLISH 1</td>
<td>ENG222 - ENGLISH 2</td>
<td>ENG331 - ENGLISH 3</td>
<td>ENG342 - ENGLISH 4</td>
</tr>
<tr>
<td>ENVC11 - VCAL LIT 1</td>
<td>ENVC22 - VCAL LIT 2</td>
<td>ENV31 - VCAL LIT 3</td>
<td>ENV42 - VCAL LIT 4</td>
</tr>
<tr>
<td>ACC111 - ACCOUNT 1</td>
<td>ACC222 - ACCOUNT 2</td>
<td>ACC331 - ACCOUNT 3</td>
<td>ACC342 - ACCOUNT 4</td>
</tr>
<tr>
<td>BIO111 - BIOLOGY 1</td>
<td>BIO222 - BIOLOGY 2</td>
<td>BIO331 - BIOLOGY 3</td>
<td>BIO342 - BIOLOGY 4</td>
</tr>
<tr>
<td>BMG111 - BUS MGT 1</td>
<td>BMG222 - BUS MGT 2</td>
<td>BMG331 - BUS MGT 3</td>
<td>BMG342 - BUS MGT 4</td>
</tr>
<tr>
<td>CHE111 - CHEMISTRY 1</td>
<td>CHE222 - CHEMISTRY 2</td>
<td>CHE331 - CHEMISTRY 3</td>
<td>CHE342 - CHEMISTRY 4</td>
</tr>
<tr>
<td>DAN111 - DANCE 1</td>
<td>DAN222 - DANCE 2</td>
<td>DAN331 - DANCE 3</td>
<td>DAN342 - DANCE 4</td>
</tr>
<tr>
<td>DTT111 - D &amp; T TEXTILES 1</td>
<td>DTT222 - D &amp; T TEXTILES 2</td>
<td>DTT331 - D &amp; T TEXTILES 3</td>
<td>DTT342 - D &amp; T TEXTILES 4</td>
</tr>
<tr>
<td>DTW111 - D &amp; T WOOD 1</td>
<td>DTW222 - D &amp; T WOOD 2</td>
<td>DTW331 - D &amp; T WOOD 3</td>
<td>DTW342 - D &amp; T WOOD 4</td>
</tr>
<tr>
<td>DRA111 - DRAMA 1</td>
<td>DRA222 - DRAMA 2</td>
<td>DRA331 - DRAMA 3</td>
<td>DRA342 - DRAMA 4</td>
</tr>
<tr>
<td>ECO111 - ECONOMICS 1</td>
<td>ECO222 - ECONOMICS 2</td>
<td>ECO331 - ECONOMICS 3</td>
<td>ECO342 - ECONOMICS 4</td>
</tr>
<tr>
<td>FTY111 - FOOD TECH 1</td>
<td>FTY222 - FOOD TECH 2</td>
<td>FTY331 - FOOD TECH 3</td>
<td>FTY342 - FOOD TECH 4</td>
</tr>
<tr>
<td>GEO111 - GEOGRAPHY 1</td>
<td>GEO222 - GEOGRAPHY 2</td>
<td>GEO331 - GEOGRAPHY 3</td>
<td>GEO342 - GEOGRAPHY 4</td>
</tr>
<tr>
<td>HIS111 - HISTORY 20th C 1</td>
<td>HIS222 - HISTORY 20th C 2</td>
<td>HIS331 - HISTORY EMPIRES 1</td>
<td>HIS342 - HISTORY EMPIRES 2</td>
</tr>
<tr>
<td>HHD111 - HEALTH HD 1</td>
<td>HHD222 - HEALTH HD 2</td>
<td>HHD331 - HEALTH HD 3</td>
<td>HHD342 - HEALTH HD 4</td>
</tr>
<tr>
<td>INE111 - IND &amp; ENT 1</td>
<td>INE222 - IND &amp; ENT 2</td>
<td>INE331 - IND &amp; ENT 3</td>
<td>INE342 - IND &amp; ENT 4</td>
</tr>
<tr>
<td>ITL111 - ITALIAN 1</td>
<td>ITL222 - ITALIAN 2</td>
<td>ITL331 - ITALIAN 3</td>
<td>ITL342 - ITALIAN 4</td>
</tr>
<tr>
<td>ITC111 - INFO TECH COMP 1</td>
<td>ITC222 - INFO TECH COMP 2</td>
<td>ITC331 - INFO TECH COMP 3</td>
<td>ITC342 - INFO TECH COMP 4</td>
</tr>
<tr>
<td>LST111 - LEGAL STUDIES 1</td>
<td>LST222 - LEGAL STUDIES 2</td>
<td>LST331 - LEGAL STUDIES 3</td>
<td>LST342 - LEGAL STUDIES 4</td>
</tr>
<tr>
<td>LIT111 - LITERATURE 1</td>
<td>LIT222 - LITERATURE 2</td>
<td>LIT331 - LITERATURE 3</td>
<td>LIT342 - LITERATURE 4</td>
</tr>
<tr>
<td>MATVL1 - VCAL NUM 1</td>
<td>MATVL2 - VCAL NUM 2</td>
<td>MATVL3 - VCAL NUM 3</td>
<td>MATVL4 - VCAL NUM 4</td>
</tr>
<tr>
<td>MAT111 - FOUND MATHS 1</td>
<td>MAT222 - FOUND MATHS 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT711 - GENERAL MATHS 1</td>
<td>MAT722 - GENERAL MATHS 2</td>
<td>MAT731 - FURTHER MATHS 3</td>
<td>MAT742 - FURTHER MATHS 4</td>
</tr>
<tr>
<td>MAT811 - MATH METH 1</td>
<td>MAT822 - MATH METH 2</td>
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<td>MED331 - MEDIA 3</td>
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* See VET section of this booklet for basic information. See separate Vocational Education and Training (VET) Handbook for detailed course information.

**Please note that not all of the subjects listed here are guaranteed to be available locally every year. Availability can depend on demand and access to suitable providers.

<table>
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<tr>
<th>VET</th>
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<tr>
<td>VET - Allied Health</td>
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<td>VET - Animal Studies</td>
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<td>VET - Automotive</td>
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<td>VET - Automotive (Paint &amp; Panel)</td>
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<td>VET - Community Services</td>
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<td>VET - Business</td>
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<td>VET - Design Fundamentals</td>
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<td>VET - Engineering</td>
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<td>VET - Fitness III</td>
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<td>VET - Hairdressing</td>
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<td>VET - Hospitality (kitchen Ops)</td>
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<td>VET - Hospitality (front of house)</td>
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<td>VET - Integrated Technologies</td>
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<td>VET - Plumbing</td>
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<td>VET - Retail</td>
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<td>VET - Rural Operations</td>
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*See VET section of this booklet for basic information. See separate Vocational Education and Training (VET) Handbook for detailed course information.*
HOW TO USE THIS BOOKLET

Carefully read all of the course outlines on the College website: *Teaching & Learning - Subject Selection*

Are you clear as to what is involved in each subject?

Talk to your subject teachers and your parents/guardians about your strengths and weaknesses and therefore which subjects would best suit your needs. See Mrs McKinnon your Careers Counsellor, if you are still unsure.

Carefully read the instructions on how to complete your subject selections via the *Select My Subjects - Web Preferences* webpage.

Return your subject selection and enrolment forms to your Homeroom teacher by **FRIDAY 19th AUGUST**

See your subject or class teacher as to whom to contact to obtain further details and get your subject selection form signed.
SELECT MY SUBJECTS / WEB PREFERENCES

Accessing and Using Select My Subjects / Web Preferences
Select My Subjects / Web Preferences is a web application that allows students to enter their subject preferences on-line.
This Access Guide details the procedures to access and use Select My Subjects / Web Preferences. Before you begin, make sure that you have access to a computer that has the following:
- An Internet Connection
- A web browser
- Access to a printer

Step One - Accessing Web Preferences
To use Select My Subjects / Web Preferences, open your web browser and go to the following internet site:
https://www.selectmysubjects.com.au
There is also a link on SIMON for students and on PAM for parents/guardians.
Click on the button “Access Web Preferences Student Portal” to access the Login page.

Step Two - Logging into Web Preferences
To login enter the Student Access Code and Password. Note the entries are case sensitive.
Student Access Code:
Password:
(Student access codes and passwords will be distributed to students)
Then click on the button “Enter the Web Preferences Student Portal”. If there is an error in entering either the Student Code or Password, an error message in red text will be displayed at the bottom of the page.

Step Three – Selecting Preferences
To view a list of the subjects available for selection and any personal restrictions click on the “View Subject Details” button. To continue click on the button “Return to Home Page”.

To select or change your preferences click on “Add new Preferences” button. An initial instructions page will appear. Once you have read these instructions click the “Continue” button.

On the Preference Selection page, follow the instructions on this page to select subjects from the drop down list boxes. When you have finished, click on “Submit Selected Preferences” button.

Step Four – Validating Preferences
The “Preference Validation” page will display all your preferences in the order you selected them. If you are happy with your preferences then continue by clicking the “Submit Valid Preferences” button which will open a page titled “Preference Receipt”. Alternatively if you would like to make changes to the preferences entered click on the “Cancel” button this will take you back to the Preference Selection page.

Step Five – Finishing Up
You can print your “Preference Receipt” page by clicking on the “Open Print View” button and clicking the “Print Receipt” button. Sign the printed receipt and return it to school. To continue, click on the “Return to Home Page” button. If you want to change your preferences, repeat the process by clicking the “Add New Preferences” button, otherwise exit by clicking the “Log out” button. Remember you have a maximum of 10 submissions of preferences; however submissions only count if you click on “Submit Valid Preferences” button.
VCE ENGLISH PATHWAYS

VCE and / or VCAL indicates a change in choice is possible between VCE and VCAL

**OR** - Students may take English Literature as well as English.

**OR**

**OR**
ENGLISH - UNIT 1 (ENG111)

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

OUTCOMES:
On completion of this unit the student should be able to:
1. Produce analytical and creative responses to texts.
2. Analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

ASSESSMENT:
All formal assessment is carried out under SAC conditions. The Unit concludes with a 2 hour Unit 1 Exam.

PREREQUISITES: None

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ENGLISH - UNIT 2 (ENG222)

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

OUTCOMES:
On completion of this unit the student should be able to:
1. Compare the presentation of ideas, issues and themes in two texts.
2. Identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

ASSESSMENT:
All formal assessment is carried out under SAC conditions. The Unit concludes with a 2 hour Unit 2 Exam.

PREREQUISITES: None

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SUBJECT LEVY

The estimated Subject Levy per semester is $22.00

TEXT & COST

Australian Pocket Dictionary [Gwynn] $36.95
Pearson English VCE Skills Book ISBN 9781488610059 $51.95
Text to be confirmed $19.95
The Wife of Martin Guerre [Lewis] $17.95
Macbeth- a parallel text- [Shakespeare] $17.95

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EXCURSION & COSTS

Included in levy

ENGLISH - UNIT 3 (ENG331)

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

OUTCOMES:
On completion of this unit the student should be able to:
1. Produce an analytical interpretation of a selected text, and a creative response to a different selected text.
2. Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

ASSESSMENT:
All formal assessment is carried out under SAC conditions. Students also undertake practice exams.

PREREQUISITES: None

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ENGLISH - UNIT 4 (ENG342)

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

OUTCOMES:
On completion of this unit the student should be able to:
1. Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
2. Construct a sustained and reasoned point of view on an issue currently debated in the media.

ASSESSMENT:
All formal assessment is carried out under SAC conditions. The Unit concludes with a 3 hour Unit 4 Exam.

PREREQUISITES: None

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SUBJECT LEVY

The estimated Subject Levy per semester is $22.00

TEXT & COST

Australian Pocket Dictionary [Gwynn] $36.95
Ransom [Malouf] $19.95
Burial Rites [Kent] $17.99
Medea [Euripides] trans. Davies $8.95
Pearson English VCE Skills Book ISBN 9781488610059 $51.95

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EXCURSION & COSTS

Performances are included in levies.
## Approaches to Literature

**Unit Description:** In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond creatively, critically and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

### Outcomes:
On completion of this unit the student should be able to:
1. respond to a range of texts and reflect on influences shaping these responses.
2. analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

### Assessment:
- Area of Study 1: Responding to Texts - Text Analysis
- Area of Study 2: Ideas and Concerns in Texts - Text Analysis.

### Subject Levy
The estimated Subject Levy per semester is $22.00

### Unit 1
**Text & Cost**
- Mary Shelley: Frankenstein
  - $20.00
- JD Salinger: The Catcher in the Rye
  - $22.95
- My Last Duchess, La Belle Dam Sans Merci, Selected Poetry: Blake, Keats, Shakespeare, Plath, Browning (poetry provided by teacher).

### Unit 2
**Text & Cost**
- Dashiell Hammett: The Maltese Falcon
  - $22.99
- Sophocles: Antigone
  - $19.95
- Tennessee Williams: A Streetcar Named Desire
  - $19.95

## Context and Connections

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

### Outcomes:
On completion of this unit the student should be able to:
1. analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.
2. compare texts considering the dialogic nature of texts and how they influence each other.

### Assessment:

### Subject Levy
The estimated Subject Levy per semester is $22.00

### Unit 3
**Text & Cost**
- Literature for Senior Students 4th edition Robert Beardwood
  - ISBN: 9781925175882
  - $46.95
- Tennessee Williams: Cat on a Hot Tin Roof (compared with teacher copy of the film by Richard Brooks)
  - TBA
- Joseph Conrad: Heart of Darkness
  - TBA

### Unit 4
**Text & Cost**
  - TBA
  - TBA
- Robert Browning: Selected Poems Penguin Classics, 2004 (2)
  - TBA

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**Contact - Emmet Brown**
ALTERNATIVE PATHWAYS FOR ENGLISH AND LITERATURE

Students can now take Literature Unit 1, 2, 3 & 4 instead of English. Literature would then count first in their ‘best four’ subjects in their ATAR score. They can take Unit 1 & 2 English, then Literature 3 & 4 or vice versa. It is preferable that students taking a 3/4 sequence have completed a unit of Literature at VO or Year 11 first, but it is not essential. Certain students are able to choose Literature 1 and/or 2 in Year 10 with appropriate prior counselling with English Domain Leader, Mr Emmet Brown.

UNIT DESCRIPTION:
VCAL Literacy is a year long unit of study suited to those students needing to develop basic literacy skills suited to life and work. Specifically students need to develop and demonstrate competency in reading for meaning, writing for specific audiences and purposes and listening and speaking.

Please note: these units are offered subject to student enrolment numbers.

Students wishing to select this alternative to the VCE English path will need to be interviewed by the Careers teacher and VCAL coordinator as part of their enrolment in VCAL.

ASSESSMENT:

Students need to complete tasks in reading, writing and oracy that demonstrate consistent development of skills and competency over the course of the year. Students will complete a set series of workbook exercises, a writing portfolio, a range of oral and aural tasks and some individually negotiated assessment pieces.

SUBJECT LEVY
The estimated Subject Levy per semester is $22.00

TEXT & COST

Literacy – A VCAL Guide - ISAC. ISBN 9780646445212 $29.95
Other texts to be advised.

CONTACT - DAVE EDDIE
RELIGIOUS EDUCATION

Year 11 and 12 students will complete 3 compulsory units of Religious Education which will be chosen from:

- VCE Religion and Society Units 2 (Ethics & Morality), Units 3 and 4 (Search for Meaning, Challenge & Response) and RE Art (VCE Art Unit 1 taught from a religious perspective), RE Drama (VCE Unit 1 taught from a religious perspective)
- Semester units of Community Service

It must be noted that satisfactory completion of at least three units of Religious Education at Years 11 and 12 are a pre-requisite for successful graduation from St Joseph’s College at the end of Year 12.

All Year 11 and 12 students have the opportunity to complete a Unit 3/4 sequence in Religion and Society.

YEAR 11 students will have 2 compulsory units of Religious Education.

They will be required to complete at least one VCE unit chosen from:

- Religion and Society Unit 2 – Ethics & Morality (REL221)
- Religion and Society Units 3 & 4: The Search for Meaning; Changes and Challenges
- RE Art (ART111)
- RE Drama (RELDR1)

They will then be required to complete either a second RE unit from the list above or from a unit consisting of 20 hours of Community Service, specifically designed for Year 11 students.

FOR EXAMPLE:

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<thead>
<tr>
<th>SEMESTER 1</th>
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<tr>
<td>Religion and Society 2 – Ethics &amp; Morality (REL221)</td>
<td>Religion and Society 2 – Ethics &amp; Morality (REL221)</td>
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<td>RE Art 1 (ART111)</td>
<td>RE Art 1 (ART111)</td>
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<td>Community Service (20 hours)</td>
<td>OR Community Service (20 hours)</td>
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<tr>
<td>RE Drama 1 (RELDR1)</td>
<td>RE Drama 1 (RELDR1)</td>
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Year 11 students will participate in a two-day Retreat. This is a great opportunity for young people who are ready to seek a deeper understanding of life. It is a fun time to explore personal identity, spirituality and communal relationships. Students will participate in a seminar day on the Contemporary Church. The Retreat and Seminar program are part of an emphasis on opportunities for our young people to develop their spirituality in a range of environments and activities outside the classroom.

YEAR 12 students will be required to successfully complete at least one unit of Religious Education.

This unit may be selected from those VCE units offered at Year 11 or it may be a unit comprising 20 hours of Community Service.

Students are encouraged to consider completing Religion and Society (Units 3 & 4) as one of their five subjects at Year 12. This subject will be invaluable in assisting with entry to Australian Catholic University.

The Community Service program will engage students in at least 20 hours of involvement in an activity which can be seen to be contributing positively to the needs of the wider community or to particular groups in society. It is a chance to respond to the needs of others in the light of Gospel values. This Community Service ensures that they plan, participate and reflect on their experiences.

Year 12 students will participate in two Seminar Days. These days will focus on issues relevant to the lives of developing young adults who are searching for their own sense of identity, spirituality and well-being. All Year 12 students are expected to attend these Seminar Days.

There will also be a Year 12 Retreat at Anglesea. This is renowned as a highlight of Year 12, with opportunity for personal and communal spiritual development. All Year 12 students are required to attend this Retreat.
**RELIGION AND SOCIETY – UNIT 2, ETHICS & MORALITY (REL222)**

**UNIT DESCRIPTION:**
Ethics investigates morality, especially as it applies to a range of human decisions involving value judgments and relationships. It necessitates justification for moral choices: the argument and reasoning behind the choices. Ethics explores the breadth of moral positions within society and challenges students to explore and assess these varied stances. Within the unit, students investigate ethical method, ethics and religions and then explore a range of contemporary ethical issues.

**OUTCOMES:**
1. Analysis of the ideas and principles that are associated with ethics and moral decision making in a pluralist society.
2. Examination of the values held by two or more religious traditions and the analysis of how these values are applied to selected ethical issues.
3. Evaluation of two or more contemporary ethical debates.

**ASSESSMENT:**
The successful completion of each outcome will be assessed by means of a range of tasks chosen from a report in multimedia format, annotated charts, debates, flow charts, identification exercises, an essay, an analytical exercise, written exercises and an oral presentation.

*This subject has strong links to many themes presented in English 1-2 for Orals.*

**RELIGION AND SOCIETY – UNIT 3 (REL331)**

**THE SEARCH FOR MEANING**

**UNIT DESCRIPTION:** Meaning is found in experience and carried into fundamental beliefs. Beliefs are also the result of dynamic processes of development being passed on from generation to generation within traditions which are reinterpreted by individuals and groups as they respond to specific events and circumstances. Beliefs play an important role in framing general understandings and perspectives about the meaning and purpose of life and the existence of the universe. Beliefs about the meaning of existence also guide people in everyday life towards their highest goals.

**OUTCOMES:**
1. Be able to explain and evaluate the significance of a range of core beliefs within one or more religious traditions.
2. Be able to explain the continuity and maintenance of a core belief within one or more religious traditions.
3. Be able to draw conclusions about the interplay between religious beliefs and significant life experiences.

**ASSESSMENT TASKS:**
Unit 3 school assessed coursework - 25%

**RELIGION AND SOCIETY – UNIT 4 (REL342)**

**CHALLENGE AND RESPONSE**

**UNIT DESCRIPTION:** Religious traditions change and develop over time. They respond to their own internal dynamics as well as to the societies and culture with which they interact while seeking to maintain their convictions and credibility. In some cases change develops from internal challenges and at others from external challenges.

**OUTCOMES:**
1. Be able to analyse and evaluate the impact of how a religious tradition responded to a significant internal or external historical challenge.
2. Be able to analyse the interplay between religious beliefs and the vision of a religious tradition for society; including how specific issues are confronted in an attempt to implement this vision.

**ASSESSMENT TASKS:**
Unit 3 school assessed coursework - 25%
Unit 4 school assessed coursework - 25%
Units 3 and 4 examinations - 50%
**SEMESTER ONE**

**ASSESSMENT:**
For this unit students are required to demonstrate achievement of two outcomes.

**Tasks:**
- Easter in Art – Painting / Drawing
- Christian Symbols – Mosaics
- Short & long written tasks.

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**SEMESTER TWO**

**ASSESSMENT:**
For this unit students are required to demonstrate achievement of two outcomes.

**Tasks:**
- Christmas in Art – Painting / Drawing
- Christian Symbols – Mosaics
- Short & long written tasks.

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**SUBJECT LEVY**
The estimated Subject Levy per semester is $40.00

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**RELIGIOUS EDUCATION DRAMA UNIT 1 (RELD1)**

**UNIT DESCRIPTION:**
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on religious personal, cultural and/or community experiences and stories that reinforce the Catholic and Mercy Traditions.

Students examine storytelling through the creation of solo and/or ensemble devised performance/s and manipulates expressive skills in the creation and presentation of characters. They develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance style/s. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of religious stimulus material (i.e. bible, articles, prayers, religious pictures and/or music) stimulus material and learn about stagecraft, theatrical conventions and performance styles from a range of Catholic and Mercy contexts.

This unit also involves analysis of a student’s own performance work and analysis of a performance by professional and other drama practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism. Descriptions of the terms such as naturalism, non-naturalism and stimulus material, dramatic elements, stagecraft, theatrical conventions, expressive skills and performance styles are provided in the Glossary.

**OUTCOMES:**
On completion of this unit the student should be able to:

1. Use play-making techniques to devise solo and/or ensemble drama work/s based on religious experiences and/or stories, as well as describe the dramatic processes used to shape and develop this performance work/s.
2. Use expressive skills, theatrical conventions and stagecraft to perform religious (Catholic / Mercy) stories and characters to an audience.
3. Analyse the development and performance of work created and presented in Outcomes 1 and 2.
4. Identify and evaluate use of performance styles, and describe use of theatrical conventions, stagecraft and dramatic elements, as well as analyse the portrayal of religious (Catholic / Mercy) stories and characters in a drama performance.

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**SUBJECT LEVY**
No subject levy is charged for this subjects.
ARTWORKS, IDEAS & VALUES

UNIT DESCRIPTION: In this unit students study selected artists who have produced works before 1990 and since 1990. Students use the Analytical Frameworks (pages 10–12) for analysing and interpreting the meaning of artworks. Applied together, these Analytical Frameworks enable students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations.

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

In this unit, contemporary art is considered to be that which has been produced since 1990 and reflects the current way some artists create artworks with a new approach to media, techniques, purpose and presentation. Contemporary art and ideas may involve diverse and alternative approaches to making and presenting art. Diverse ideas and approaches are explored in relation to societal changes, including postmodernism, post colonialism, globalisation and environmental issues.

OUTCOMES:
On completion of this unit the student should be able to:
1. Use the Analytical Frameworks to analyse and interpret artworks produced before 1990 and since 1990, and compare the meanings and messages of these artworks.
2. Use the art process to produce at least one artwork, and use the Analytical Frameworks to document and evaluate the progressive development and refinement of their artistic practice.

ASSESSMENT:
All formal assessment is carried out under SAC conditions and course work completes the Outcomes.

ARTWORKS, IDEAS & VIEWPOINTS

UNIT DESCRIPTION: In this unit students study artworks and develop and expand upon personal points of view. They support their point of view and informed opinions about art ideas and issues with evidence. They build their learning and conceptual understanding around the discussion of broad themes, ideas and issues related to the role of art in society and consider how ideas and issues are communicated through artworks. They discuss how art may affect and change the way people think. Attributed commentaries and viewpoints may include information from visiting artists and speakers, educators or guides in galleries, film, pod or vodcasts, online programs, printed and online material in newspapers, periodicals, journals, catalogues or texts by art critics, curators and historians. Sources should be reliable, recognised and relevant and reflect viewpoints that enrich the discussion about the artworks in relation to an art idea and related issues.

From this research students choose an art idea and issue to explore. Students select the artwork/s of at least one artist not previously studied in Unit 3, and use this artwork/s and selected related commentaries and viewpoints to discuss the chosen art idea and related issues. In relation to their developing artwork, students continue to build upon the ideas and concepts begun in Unit 3 and further develop their artistic practice. They focus on the development of a body of work using the art process that demonstrates creativity and imagination, the evolution and resolution of ideas and the realisation of appropriate concepts, knowledge and skills. At the end of this unit, students present a body of work and at least one finished artwork accompanied by documentation of artistic practice. Students select appropriate aspects of the Analytical Frameworks as a structure for the reflection and documentation of their artworks.

OUTCOMES:
On completion of this unit the student should be able to:
1. Examine and analyse an art idea and its related issues to inform their viewpoint.
2. Apply the art process to progressively communicate ideas, directions and personal concepts in a body of work that includes at least one finished artwork and use selected aspects of the Analytical Frameworks to underpin reflections on their art making.

ASSESSMENT:
All formal assessment is carried out under SAC conditions. The Unit concludes with a 1.5 hour Unit 3/4 Exam.

SUBJECT LEVY
The estimated Subject Levy per semester is $22.00

EXCURSION & COSTS
Visual Arts excursion to Melbourne in Term 2 – approximately $600.00 (Unit 3)

CONTACT - PAM FOX
**DANCE - UNIT 1 (DAN111)**

**UNIT DESCRIPTION:**
In this unit students explore the potential of the body as an instrument of expression. They learn about and develop technical and physical skills. Students discover the diverse range of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary.

Knowledge of physiology, including care and maintenance of the body, is applied to the execution of body actions through the safe use of technical and physical skills. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation processes. They discuss cultural influences on their own dance backgrounds, and on the expressive intentions and movement vocabulary in their own dances.

**OUTCOMES:**
On completion of this unit the student should be able to:
1. Describe and document the expressive intention, body actions and technical and physical skills used in their own and other choreographer’s dance works; and discuss cultural influences that impact on their own dance making.
2. Choreograph and perform a solo or group dance work with a unified composition that communicates an expressive intention and complete structured improvisations.
3. Expressively execute the body actions of a learnt solo or group dance work to communicate the intention of the choreographer, through the safe use of technical and physical skills.
4. Describe the safe use, maintenance and physiology of the dancer’s body, and methods and alignment principles which facilitate development of technical and physical skills.

**ASSESSMENT:**
May include written reports, oral presentations, dance skills test, anatomy exam, solo or group work composed by the student, group dance work learnt from another, solo or group structured improvisation.

**SUBJECT LEVY**
The estimated Subject Levy per semester is $20.00

**TEXT & COST**
Dance Study Tour to Melbourne (approximately $600.00)

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**DANCE - UNIT 2 (DAN222)**

**UNIT DESCRIPTION:**
This unit focuses on choreography, rehearsal and performance of a solo dance work and involves the physical execution of a diverse range of body actions and use of technical and performance skills. Students also learn a group dance work created by another choreographer. The performance processes involved are analysed. Students also develop an understanding of choreographic skills through an analysis of ways the expressive intention chosen by the choreographer of twentieth or twenty-first century solo dance works. Students express expressive use of movement vocabulary in the selected dance works and cultural influences on the choreographers’ choice of expressive intention, and technical and production aspects of the dance works.

**OUTCOMES:**
On completion of this unit the student should be able to:
1. Analyse cultural influences on, and the movement vocabulary and use of, related phrases, movement sections, formal structures and dance design to communicate the expressive intention in prescribed solo dance works.
2. Choreograph, rehearse and perform a solo dance work using a personal movement vocabulary and technical, physical and performance skills to communicate their expressive intention, and analyse the processes used to choreograph, rehearse and perform the dance work.
3. Learn, rehearse and perform a group dance work created by another choreographer, and analyse the processes involved in learning, rehearsing and performing the work.

**ASSESSMENT:**
School-assessed coursework (based on the above outcomes) will contribute 15% to the final assessment.

The level of achievement in Unit 3 will also be determined by an end-of-year examination and performance examination.

**PREREQUISITES:**
Unit 1 or 2 Dance

**SUBJECT LEVY**
The estimated Subject Levy per semester is $20.00

**TEXT & COST**
Dance Study Tour to Melbourne (approximately $600.00)

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**DANCE - UNIT 3 (DAN331)**

**UNIT DESCRIPTION:**
This unit focuses on choreography, rehearsal and performance of a unified solo dance work which has a beginning, development and resolution. When rehearsing and performing this work students focus on expressive and accurate execution of choreographic variations of spatial organisation and demonstration of performance skills. Students also document and analyse the dance-making and performance processes involved in the choreography, rehearsal and performance of the unified solo dance work. Students understanding of choreographic skills is also developed and refined through an analysis of ways in which the choreographers’ intention can be expressed through the manipulation of group structures and the elements of spatial organisation. Cultural influences on choices made by choreographers in these works are also studied.

**OUTCOMES:**
On completion of this unit the student should be able to:
1. Analyse cultural influences on, and the use of, group structures and the elements of spatial organisation to communicate the expressive intention in prescribed group dance works.
2. Choreograph, rehearse and perform a solo dance work which has a unified composition and communicates an expressive intention through manipulation of the elements of spatial organisation, and analyse the processes used to choreograph, rehearse and perform the dance work.

**ASSESSMENT:**
School-assessed coursework (based on the above outcomes) will contribute 10% to the final assessment.
Written exam will contribute 25% to the final assessment.
Performance exam (which requires students to perform two solo dance works that they have composed) will contribute 50% to the final assessment.

**PREREQUISITES:**
Unit 3 Dance

**SUBJECT LEVY**
The estimated Subject Levy per semester is $20.00

**TEXT & COST**
Dance Study Tour to Melbourne (approximately $600.00)

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**CONTACT - TAYLOR-PAIGE WILKIE**
Drama - Unit 1 (DRA111)

UNIT DESCRIPTION: This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. Students examine storytelling through the creation of solo and/or ensemble devised performances and manipulate expressive skills in the creation and presentation of characters. They develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance styles. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, theatrical conventions and performance styles from a range of social and cultural contexts. This unit also involves analysis of a student's own performance work and analysis of a performance by professional and other drama practitioners.

OUTCOMES:
On completion of this unit the student should be able to:
1. Use play-making techniques to devise solo and/or ensemble drama work/s based on experiences and/or stories, as well as describe the dramatic processes used to shape and develop this performance work/s.
2. Use expressive skills, theatrical conventions and stagecraft to perform stories and characters to an audience.
3. Analyse the development and performance of work created and presented in Outcomes 1 and 2.
4. Identify and evaluate use of performance styles, and describe use of theatrical conventions, stagecraft and dramatic elements, as well as analyse the portrayal of stories and characters in a drama performance.

ASSESSMENT:
- A performance report and observation of process of the drama works.
- A solo or ensemble performance based on work from assessment task 1.
- A written analysis of the drama work in assessment task 2.
- A written analysis on a profession play they will view.

SUBJECT LEVY
The estimated Subject Levy per semester is $20.00

TEXT & COST
Bruce Burton: Living Drama
ISBN 9781442533882
OPTIONAL Drama Trip to Melbourne (approximately $650.00)

Drama - Unit 2 (DRA222)

UNIT DESCRIPTION: This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, event, issue, place, artwork, text or icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating performance and examine performance styles from a range of cultural and historical contexts. Theatrical conventions are also explored. Students' knowledge of how dramatic elements are enhanced or manipulated through performance is further developed. This unit also involves analysis of a student's own performance work as well as the performance of an Australian work.

OUTCOMES:
On completion of this unit the student should be able to:
1. Use a range of stimulus material to create a solo or ensemble performance work as well as document and record the play-making techniques used to develop this performance work.
2. Demonstrate the effective use and manipulation of dramatic elements, theatrical conventions and stagecraft in the presentation of a performance work to an audience.
3. Analyse and evaluate the creation, development and performance of characters, as well as the use and manipulation of theatrical conventions, stagecraft and dramatic elements of the student's own performance work.
4. Identify use of theatrical conventions, describe performance style/s and analyse and evaluate how dramatic elements have been used in a drama performance.

ASSESSMENT:
- Demonstrate the use of play-making techniques to devise and rehearse a devised solo or ensemble drama work based on a person, event, issue, place, artwork, text or icon from a contemporary or historical Australian context.
- A performance of a devised solo or ensemble drama work.
- An analysis of the solo or ensemble drama work created and performed for Outcomes 1 and 2.
- A written analysis on a profession play they will view.

Drama - Unit 3 (DRA331)

UNIT DESCRIPTION: This unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. These performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance. Collaboration to create, develop and present ensemble performance is central to this performance. Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select stagecraft and theatrical conventions as appropriate to the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance. A professional performance that incorporates non-naturalistic performance style and production will also be analysed.

OUTCOMES:
On completion of this unit the student should be able to:
1. Develop and present character/s within a non-naturalistic ensemble performance.
2. Analyse play-making techniques used to construct and present ensemble works including the work created for Outcome 1.
3. Analyse and evaluate a non-naturalistic performance selected from the prescribed play list.

ASSESSMENT:
- Presentation of ensemble characters in performance.
- Examination
- A written report
- A written analysis of a non-naturalistic performance.

Drama - Unit 4 (DRA342)

UNIT DESCRIPTION: This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. For a short solo performance they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the Victorian Curriculum and Assessment Authority. The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated.

OUTCOMES:
On completion of this unit the student should be able to:
1. Create and present a short solo performance based on stimulus material, and evaluate the processes used.
2. Create, develop and perform a character or characters within a solo performance in response to a prescribed structure.
3. Describe, analyse and evaluate the creation, development and presentation of a solo performance.

ASSESSMENT:
- Mini solo
- Solo performance presentation (examined).
- Written report on the solo performance.
- Examination

PREREQUISITES AND/OR RELEVANT BACKGROUND:
Students must undertake Unit 3 prior to undertaking Unit 4.
MEDIA STUDIES - UNIT 1 (MED111)

UNIT DESCRIPTION:
The main purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. The unit involves the study of the implications of media technology for the individual and society. Students develop practical and analytical skills, including developing an understanding of the contribution of codes and conventions to the creation of meaning in media products and the role and significance of selection processes in the construction of such products.

OUTCOMES:
On completion of this unit the student should be able to:
1. Demonstrate a variety of media skills which will contribute to the preparation of a media production design plan prepared by the student in Unit 3.
2. Identify and analyse industry and production issues concerning the production stages and specialist roles within collaborative media productions.
3. Describe the production characteristics of Australian media organisations and discuss the social and industrial context within which such organisations operate.

ASSESSMENT:
Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student’s performance on a selection of assessment tasks.

MEDIA STUDIES - UNIT 2 (MED222)

UNIT DESCRIPTION:
The main purpose of this unit is to enable students to develop an awareness of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. The contexts within which Australian media production takes place are also analysed.

OUTCOMES:
On completion of this unit the student should be able to:
1. Explain the media production process and demonstrate specialist production skills in specialist roles within collaborative media productions.
2. Identify and analyse industry and production issues concerning the production stages and specialist roles within the media industry.
3. Describe the production characteristics of Australian media organisations and discuss the social and industrial context within which such organisations operate.

ASSESSMENT:
Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student’s performance on a selection of assessment tasks.

MEDIA STUDIES - UNIT 3 (MED331)

UNIT DESCRIPTION:
The main purpose of this unit is to enable students to develop an understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional media texts. In this unit students also consider how production and story elements structure narratives to engage an audience. Students also develop practical skills through designing media productions and undertaking exercises related to aspects of the design process.

OUTCOMES:
On completion of this unit the student should be able to:
1. Discuss the nature and function of production and story elements in fictional media texts and explain how the combination of these elements structures the narrative to engage an audience.
2. Demonstrate a variety of media skills which contribute to the development of a media production design plan, including the use of a range of technical equipment, processes and applications.

ASSESSMENT:
The student’s level of achievement in Unit 3 will be determined by school-assessed coursework, a school-assessed task and an end of year examination.

MEDIA STUDIES - UNIT 4 (MED342)

UNIT DESCRIPTION:
The main purpose of this unit is to enable students to further develop practical skills in the production of media products and to realise a production design. In this unit, students also develop an awareness of the role of social values in the construction of media texts and critically analyse issues raised about the role and influence of the media.

OUTCOMES:
On completion of this unit the student should be able to:
1. Produce a media product for an identified audience from the media production design plan prepared by the student in Unit 3.
2. Discuss the ways in which social values shape the content of a media text and analyse how social values are reflected in that text.
3. Discuss notions of media influence and analyse issues about the nature and extent of media influence.

ASSESSMENT:
The student’s level of achievement in Unit 4 will be determined by school-assessed coursework, a school-assessed task and an end of year examination.

VET MUSIC - CERTIFICATE III IN MUSIC - (CUS30109)

UNIT DESCRIPTION:
This course is for those students who are looking for a music industry approach to VCE Music, based on studying music industry knowledge, using music technology and playing in bands. Pathways following Certificate III in Music is predominately through private training and TAFE providers.

Students can achieve competency based modules at their own pace, or until they are deemed competent in a certain area. The course concentrates on specific industry skills and attaining certificates to compliment the work students have completed with some theory components.

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Music must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study.

Please refer to the VET Handbook for further information.
MUSIC PERFORMANCE - UNIT 1 (MSS111)

UNIT DESCRIPTION: This unit focuses on building students’ performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

OUTCOMES: On completion of this unit the student should be able to:
1. Prepare and perform a program of group and solo works. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.
2. Demonstrate and discuss techniques relevant to the performance of selected works.
3. Identify, re-create, extend and note music language components and short phrases, and describe ways elements of music may be interpreted.

ASSESSMENT: The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

SUBJECT LEVY The estimated Subject Levy per semester is $26.00

TEXT & COST VCE Music Performance Unit 1 & 2 Musicianship Essentials Student Edition. ISBN 97806462591 TBA

MUSIC PERFORMANCE - UNIT 2 (MSS222)

UNIT DESCRIPTION: This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

OUTCOMES: On completion of this unit the student should be able to:
1. Prepare and perform a program of group and solo works.
2. Demonstrate and discuss techniques relevant to performance of selected works.
3. Re-create, extend and notate music language components and short phrases, and describe ways elements of music may be interpreted.
4. Devise a composition or an improvisation that uses music language evident in work/s being prepared for performance.

ASSESSMENT: The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

SUBJECT LEVY The estimated Subject Levy per semester is $26.00

TEXT & COST VCE Music Performance Unit 1 & 2 Musicianship Essentials Student Edition. ISBN 9780646540313 TBA

MUSIC PERFORMANCE - UNIT 3 (MSS331)

UNIT DESCRIPTION: This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers’ interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

OUTCOMES: On completion of this unit the student should be able to:
1. Prepare and perform informed interpretations in a program of group and solo works, and demonstrate a diverse range of techniques, expressive qualities and understanding of a wide range of music styles and performance conventions.
2. Demonstrate and discuss techniques relevant to refining the performance of selected works.
3. Identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

ASSESSMENT: The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

PREREQUISITES AND/OR RELEVANT BACKGROUND: Students must undertake Unit 3 prior to undertaking Unit 4.

SUBJECT LEVY The estimated Subject Levy per semester is $26.00


There may be an excursion to Melbourne for Unit 3/4 Exam (approximately $600.00)

CONTACT - JOHN MENDHENNETT
**STUDIO ARTS - UNIT 1 (SAR111)**

**UNIT DESCRIPTION:**
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 artworks. 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 artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks. The exhibition of artworks is integral to Unit 1 and students are 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.

**OUTCOMES:**
On completion of this unit the student should be able to:
1. Identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language.
2. Produce at least one finished artwork and progressively record the development of their studio practice, revealing individual ideas through the exploration of materials and techniques in the selected art form/s.
3. Discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist.

**ASSESSMENT:**
The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes. The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

**SUBJECT LEVY**
The estimated Subject Levy per semester is $40.00

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**STUDIO ARTS - UNIT 3 (SAR331)**

**UNIT DESCRIPTION:**
In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4. For this study, the exploration proposal supports the student to identify a direction for their studio process. The student determines the studio process. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. From this process students progressively develop and identify a range of potential directions. Students will select some of these potential directions from which to develop at least two artworks in Unit 4. The study of artists and their work practices and processes may provide inspiration for students’ own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms. The exhibition of artworks is integral to Unit 3 and students are expected to visit a variety of exhibitions throughout the unit, reflect on the different environments where artworks are exhibited and examine how artworks are presented to an audience. Students are expected to visit at least two different exhibitions and study specific artworks displayed in these exhibitions during their current year of study.

**OUTCOMES:**
On completion of this unit the student should be able to:
1. Prepare an exploration proposal that formulates the content and parameters of an individual studio process including a plan of how the proposal will be undertaken.
2. Progressively present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.
3. Examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.

**ASSESSMENT:** The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

**SUBJECT LEVY**
The estimated Subject Levy per semester is $40.00

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**STUDIO ARTS - UNIT 4 (SAR342)**

**UNIT DESCRIPTION:**
In this unit students focus on planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks. This unit also investigates aspects of artists’ involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions. Students examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

**OUTCOMES:**
On completion of this unit the student should be able to:
1. Present at least two finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials and techniques, and that realise and communicate the student’s ideas expressed in the exploration proposal.
2. Provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the works.
3. Compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

**SUBJECT LEVY**
The estimated Subject Levy per semester is $40.00

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**TEXT & COST**
Kelly: Leading Edge VCE Studio Arts Units 3 & 4. Visual Arts Excursion to Melbourne (approximately $600.00)

**EXCURSION & COSTS**

**CONTACT - ANDY HIGGINS**

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**ISBN 9781442524675**

**$39.40**
UNIT DESCRIPTION: This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance. Periods from the pre-modern era of theatre include Ancient Greek, Roman, Liturgical Drama such as morality/miracle/mystery plays, Italian and the Commedia Dell’Arte, Elizabethan and Shakespearean, Restoration comedies and dramas, Neo-classical, Spanish and French, Naturalism/Realism, and non-Western theatre such as Beijing Opera, Noh theatre, Bunraku and Kabuki and other traditional indigenous theatre forms.

OUTCOMES:
On completion of this unit the student should be able to:
1. Identify and describe the distinguishing features of pre-modern theatre playscripts.
2. Apply acting and other stagecraft to interpret playscripts from the pre-modern era.
3. Analyse a performance of a playscript.

ASSESSMENT:
- Written Analysis
- Performances for an Audience
- Production Folio

PREREQUISITES:
- Production Folio
- Performances for an Audience
- Written Analysis

SUBJECT LEVY
The estimated Subject Levy per semester is $40.00

TEXT & COST
Bird: *Acting Smart Drama* ISBN 9780975105665 $67.95

EXCURSION & COST
Mildura Arts Centre visiting playhouse $50.00

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UNIT DESCRIPTION: This area of study focuses on an exploration of playscripts from the modern era of theatre, that is, works from the 1920s to present. Students study at least three distinct theatrical movements from this era and playscripts associated with each movement. Students learn about the contexts, origins, theatrical styles, productions processes, use of stagecraft and performance possibilities of each playscript. Through practical workshops involving the application of stagecraft, students gain knowledge of how each movement has shaped and contributed to the world of modern theatre.

OUTCOMES:
On completion of this unit the student should be able to:
1. Identify and describe the distinguishing features of modern theatre playscripts.
2. Apply acting and other stagecraft to interpret playscripts from the modern era.
3. Analyse and evaluate stagecraft in a performance of a playscript.

PREREQUISITES FOR UNIT 1 & 2:
None, however VO Drama would be advantageous.

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PLAYSCRIPT INTERPRETATION
UNIT DESCRIPTION: This unit focuses on an interpretation of a playscript through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen interpretation of the playscript in the performance. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist published annually in the VCAA Bulletin, VCAL and VET, and analyse and evaluate the interpretation of the playscript in the performance.

OUTCOMES:
On completion of this unit the student should be able to:
1. Apply stagecraft to interpret a playscript for performance to an audience and demonstrate understanding of the stages of the production process.
2. Document an interpretation of excerpts from a playscript and explain how stagecraft can be applied in the interpretation.
3. Analyse and evaluate ways in which a written playscript selected from the prescribed playlist is interpreted in its production to an audience.

ASSESSMENT:
- A production folio.
- Performance and Interpretation of a script to audience (students do not have to act, but can choose to work in other stagecraft areas).
- A written analysis on a professional play they will view.
- A written SAC interpreting a scene.

PREREQUISITES:
An interest and commitment to Drama.
**INTRODUCTION TO VISUAL COMMUNICATION & DESIGN**

**UNIT DESCRIPTION:** This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Through experimentation and exploration of the relationship between design elements and 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.

**OUTCOMES:**
1. Create drawings for different purposes using a range of drawing methods, media and materials.
2. Select and apply design elements and design principles to create visual communications that satisfy stated purposes.
3. Describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

**ASSESSMENT:**
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

**SUBJECT LEVY**
The estimated Subject Levy per semester is $40.00

**TEXT & COST**
Patterson: Viscomm VCE Units 1-4 Print & Digital Bundle
ISBN 9781107609402
$69.95

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**APPLICATIONS OF VISUAL COMMUNICATION DESIGN**

**UNIT DESCRIPTION:** This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process detailed on pages 12 and 13 as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

**OUTCOMES:**
1. Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
2. Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account appropriate to a given brief.
3. Engage in stages of the design process to create a visual communication.

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**DESIGN THINKING & PRACTICE**

**UNIT DESCRIPTION:** In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of visual communication designers to support the development of their own work. They establish a brief and apply design thinking skills through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and investigation work underpin the developmental and refinement work undertaken in Unit 4.

**OUTCOMES:**
On completion of this unit the student should be able to:
1. Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
2. Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.
3. Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

**ASSESSMENT:** Assessment for Visual Communication Design includes a School-assessed Task. The student’s level of performance in achieving Outcome 3 in Unit 3 and Outcomes 1 and 2 in Unit 4 will be assessed through a School-assessed Task. Details of the School-assessed Task for Units 3 and 4 are provided in the study design.

**SUBJECT LEVY**
The estimated Subject Levy per semester is $40.00

**TEXT & COST**
Patterson: Viscomm VCE Units 1-4 Print & Digital Bundle
ISBN 9781107609402
$69.95
Kelly: Leading Edge VCE Studio Arts Units 3 & 4.
ISBN 9781442524675
$39.40

**EXCURSION & COSTS**
Visual Arts Excursion to Melbourne (approximately $600.00)

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**VISUAL COMMUNICATION & DESIGN - UNIT 2 (VCN222)**

**VISUAL COMMUNICATION & DESIGN - UNIT 4 (VCN342)**

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**DESIGN DEVELOPMENT AND PRESENTATION**

**UNIT DESCRIPTION:** The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience. As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused. Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

**OUTCOMES:**
On completion of this unit the student should be able to:
1. Develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief.
2. Produce final visual communication presentations that satisfy the requirements of the brief.
3. Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.

**SUBJECT LEVY**
The estimated Subject Levy per semester is $40.00

**TEXT & COST**
Patterson: Viscomm VCE Units 1-4 Print & Digital Bundle
ISBN 9781107609402
$69.95
Kelly: Leading Edge VCE Studio Arts Units 3 & 4.
ISBN 9781442524675
$39.40

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**CONTACT - PAM FOX**
VET DESIGN FUNDAMENTALS - CERTIFICATE III IN DESIGN FUNDAMENTALS (CUA30715)

UNIT DESCRIPTION: The Certificate III in Fundamentals is a two-year program and is to reflect the role of individuals who are developing a broad range of technical and conceptual design skills and who take responsibility for own outputs in work and learning. Practice at this level is underpinned by the application of introductory design theory and history. VCE students will be eligible for up to four units at Unit 1 and 2 levels and Units 3 & 4 sequences. Students, who receive a Units 3 and 4 sequences, may be eligible for an increment towards their ATAR (10% of the average primary four scaled studies). Eligibility will only be determined following a scheduled meeting with the VET Co-ordinator. It is strongly recommended that students undertake a VCE Visual Communication & Design, Art or Studio Arts program in conjunction with the Certificate III in Design Fundamentals.

* Please refer to the VET Handbook for further information.

VET ALLIED HEALTH – CERTIFICATE III ALLIED HEALTH ASSISTANCE (HLT32412)

UNIT DESCRIPTION: The Certificate III in Allied Health Assistance enables you to provide supervised assistance to allied health professionals, without conducting programs or therapeutic interventions. You will learn the skills which will allow you to support patient therapy in a specialised area as well as all the safety, communication and personal skills to make sure you are confident and competent in a demanding workplace.

Students can achieve competency based modules at their own pace, or until they are deemed competent in a certain area. The course concentrates on specific industry skills and attaining certificates to compliment the work students have completed with some theory components.

Students who receive a Unit 3 and 4 sequence, may be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies). Eligibility will only be determined following a scheduled meeting with the VET Co-ordinator.

**Please refer to the VET Handbook for further information.

VET FITNESS – CERTIFICATE III FITNESS (SIS30315)

**This course is open to Year 10, 11 and 12 students only.

UNIT DESCRIPTION: The Certificate III in Fitness, at the Australian Institute of Personal Trainers, offers students practical education and REAL industry experience, to ensure you graduate job-ready. This is the ideal course to undertake when you are starting out in the fitness industry and is designed to provide more REAL hands-on practical experience than any other training organisation.

Students can achieve competency based modules at their own pace, or until they are deemed competent in a certain area. The course concentrates on specific industry skills and attaining certificates to compliment the work students have completed with some theory components.

Students who complete this Certificate may be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies). Eligibility will only be determined following a scheduled meeting with the VET Co-ordinator.

**Please refer to the VET Handbook for further information.

VET COMMUNITY SERVICES (CHC22015)

UNIT DESCRIPTION: The Certificate II in Community Services may be used as a pathway for workplace entry as community service workers who provide a first point of contact and assist individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision within clearly defined guidelines. Their qualification will equip you with basic knowledge to proceed into further education in this area. You might also like to think about specialising in aged care or disability work, or even the Diploma of Community Services Work. VCE Students will be eligible for up to two units at Unit 1 & 2 level and VCAL students will receive a unit of credit for every 90 hours of Units of Competency completed and may contribute to VCAL Foundation, Intermediate and Senior levels.

**Please refer to the VET Handbook for further information.

CONTACT - JULIA LEWIS
HEALTH & HUMAN DEVELOPMENT - UNIT 1 (HHD111)

UNIT DESCRIPTION: In Unit One Health and Human Development, students are introduced to the concepts of health and individual human development of Australia’s youth. The health status of Australia’s youth is good and continues to improve as demonstrated by reductions in morbidity and mortality from communicable diseases, chronic diseases, motor vehicle accidents and other injuries. However, Australia’s youth still experiences a range of health issues that impact on both their immediate and longer term health and individual human development. In this unit students identify issues that impact on their health and individual human development and investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

OUTCOMES:
On completion of this unit the student should be able to:
1. Describe the dimensions of, and the interrelationships within and between, health and individual human development.
2. Describe and explain the factors that impact on the health and individual human development of Australia’s youth.
3. Outline health issues relevant to Australia’s youth and in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

SUBJECT LEVY The estimated Subject Levy per semester is $42.00


HEALTH & HUMAN DEVELOPMENT - UNIT 3 (HHD331)

UNIT DESCRIPTION: Unit 3 Health and Human Development examines the health status of Australians and changing community expectations and approaches taken to improve the health of all. The course includes analysing data about the health status of Australia’s population and that of other developed Countries; compares the health status of selected population groups in Australia; uses the determinants of health to explain differences in the health status of Australians; examines health promotions program that addresses each NHPA; studies the food sources of the major nutrients required for health; analyses the models of health and health promotion; examines the role of VicHealth; explores Australia’s health system; and studies the role of Australia’s governments in promoting healthy eating as well as the role of Australia’s non-government agencies.

OUTCOMES:
On completion of this unit the student should be able to:
1. Compare the health status of Australia’s population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status.
2. Discuss and analyse approaches to health and health promotion and describe Australia’s health system and the different roles of government and non-government organisations in promoting health.

SUBJECT LEVY The estimated Subject Levy per semester is $42.00


CONTACT - KYM MAYNE
UNIT DESCRIPTION: In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway. Students apply biomechanical principles to improve and refine movement. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity.

OUTCOMES:
On completion of this unit the student should be able to:
1. Collect and analyse information from and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function and how the aerobic and anaerobic pathways interact with the systems to enable human movement and
2. Collect and analyse information from and participate in, a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles and
3. Analyse data collected through research and practical activities, to explain the technological advancements that have led to biomechanical changes in sporting technique or equipment in one selected sport, and explain the implications of the change or
4. Observe, demonstrate and explain strategies used to prevent sports injuries, and evaluate a range of techniques used in the rehabilitation of sports injuries.

SUBJECT LEVY
The estimated Subject Levy per semester is $42.00

TEXT & COST
OUTDOOR EDUCATION & ENVIRONMENTAL STUDIES - UNIT 1 (POD111)

UNIT DESCRIPTION: This unit examines some of the ways in which humans understand and relate to nature. The focus is on individuals 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. They develop a clear understanding of the range of motivations for interacting with the environment and the factors that may influence the relationship an individual has with the environment. Through related experiences, students develop the practical skills and knowledge required to allow them to live sustainably in outdoor environments.

OUTCOMES:
On completion of this unit students should be able to:
1. Describe motivations for participation in and personal responses to outdoor environments.
2. Describe ways of knowing outdoor environments and evaluate factors that influence outdoor experiences.

SUBJECT LEVY The estimated Subject Levy per semester is $540.00 (this is inclusive of the camp costs)

TEXT & COST Outdoor and Environmental Studies VCE Units 1-4 3rd Ed. ISBN13 9780170348034 $76.95

OUTDOOR EDUCATION & ENVIRONMENTAL STUDIES - UNIT 4 (POD342)

UNIT DESCRIPTION: In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of the environment and consider the skills needed to be environmentally responsible citizens. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related outdoor experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. These practical experiences provided the basis for comparison and reflection, and opportunities to develop and apply theoretical knowledge.

OUTCOMES:
On completion of this unit students should be able to:
1. Evaluate the contemporary state of Australian outdoor environments, and analyse the importance of healthy outdoor environments and sustainability for individuals and society.
2. Analyse conflicts of interest over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments.

SUBJECT LEVY The estimated Subject Levy per semester is $540.00 (this is inclusive of the camp costs)

TEXT & COST Outdoor and Environmental Studies VCE Units 1-4 3rd Ed. ISBN13 9780170348034 $76.95

**Please note: Parents/guardians are expected to pay subject levies for Outdoor Education up front, at the beginning of the year. The levies may change from the estimated figures, accurate figures for 2017 levies will be available in Term 4, 2016, from school administration, Mr Tim Hassell or Mr Greg Kluske.**
The study of a language other than English contributes to the overall education of students in the areas of communication, cross-cultural understanding, cognitive development, literacy and general knowledge. The study of Italian develops students’ ability to understand and use a language which is one of the official languages of the European Union and the second most widely spoken language in Australia. It also provides students with a direct means to the rich and varied culture of the many communities around the world for whom Italian is a major means of communication. Knowledge of Italian in conjunction with other skills can provide employment opportunities in government, business, medicine and health care, teaching, technology, translating and interpreting.

ITALIAN - UNIT 1 (ITL111)

UNIT DESCRIPTION: The study of Italian in the VCE continues the development of the skills of listening, speaking, reading and writing. The study topics come from the prescribed themes and include: Personal Identity; Relationships; Health and Leisure; Education and Aspirations; Historical Perspectives; The Arts and Entertainment; Social and Contemporary Issues; Trade and Commerce; Tourism and Hospitality.

TOPICS: Personal Identity and Future Aspirations; Global Movement and Italian Migration; Italy during World War 2.

OUTCOMES:
On completion of this unit students should be able to:
1. Establish and maintain a spoken or written exchange related to personal areas of experience.
2. Listen to, read and obtain information from written and spoken texts.
3. Produce a personal response to a text focusing on real or imaginary experience.

ASSESSMENT:
- Participate in an informal conversation.
- An oral presentation.
- Two comprehension tasks, one written and the other aural.
- Two pieces of personal writing, written in two different discourse forms (eg. a letter and an article).

PREREQUISITES: (Year 10 Italian) Reasonable level of Italian in reading, writing, speaking and listening skills.

ITALIAN - UNIT 2 (ITL222)

UNIT DESCRIPTION: The study of Italian in the VCE continues the development of the skills of listening, speaking, reading and writing. The study topics come from the prescribed themes and include: Personal Identity; Relationships; Health and Leisure; Education and Aspirations; Historical Perspectives; The Arts and Entertainment; Social and Contemporary Issues; Trade and Commerce; Tourism and Hospitality.

TOPICS: The 'Made in Italy' brand and Italian Industries; Globalisation Trends and the Slow Food Movement.

OUTCOMES:
On completion of this unit students should be able to:
1. Analyse and use information from written texts.
2. Respond critically to spoken and written texts which reflect the language and culture.

ASSESSMENT:
Determined by school assessed coursework and two end of year examinations.
School assessed coursework for Unit 4 will contribute 25% of the final assessment.
The two end of year examinations will contribute 50% of the final assessment.
School assessed coursework will include:
- A response to specific questions, messages or instructions, extracting and using information requested.
- A 250-300 word informative, persuasive or evaluative written response.
- A three-four minute interview on an issue related to texts studied.
The two end-of-year examinations are:
1. An oral examination.
2. A written examination. There are three sections.
   - Section 1 - Students listen and respond (in English and Italian) to spoken texts.
   - Section 2 – Students read and respond (in English and Italian) to written texts.
   - Section 3 – Students write a 200-300 word, piece of writing, in Italian.

PREREQUISITES: Unit 3 Italian.

ITALIAN – UNIT 3 (ITL331)

UNIT DESCRIPTION: The study of Italian in the VCE continues the development of the skills of listening, speaking, reading and writing. The study topics come from the prescribed themes and include: Personal Identity; Relationships; Health and Leisure; Education and Aspirations; Historical Perspectives; The Arts and Entertainment; Social and Contemporary Issues; Trade and Commerce; Tourism and Hospitality.

TOPICS: Relationships and Family Life; Folk Tales and Italian Literature; Environment and Social Issues.

OUTCOMES:
On completion of this unit students should be able to:
1. Express ideas through the production of original texts.
2. Analyse and use information from spoken texts.
3. Exchange information, opinions and experiences.

ASSESSMENT:
Determined by school assessed coursework and two end of year examinations.
School assessed coursework for Unit 3 will contribute 25% of the final assessment.
The two end of year examinations will contribute 50% of the final assessment.
School assessed coursework will include:
- A 250 word personal or imaginative written piece.
- A response to specific questions, messages or instructions, extracting and using information requested.
- A three to four minute role-play, focusing on the resolution of an issue.

PREREQUISITES: Unit 1 and 2 Italian.

ITALIAN – UNIT 4 (ITL342)

UNIT DESCRIPTION: The study of Italian in the VCE continues the development of the skills of listening, speaking, reading and writing. The study topics come from the prescribed themes and include: Personal Identity; Relationships; Health and Leisure; Education and Aspirations; Historical Perspectives; The Arts and Entertainment; Social and Contemporary Issues; Trade and Commerce; Tourism and Hospitality.

TOPICS: Florence and the Renaissance; Tourism and Travel; Health and the Mediterranean Diet.

OUTCOMES:
On completion of this unit students should be able to:
1. Participate in a spoken or written exchange related to making arrangements and completing transactions.
2. Listen to, read and extract and use information from written and spoken forms.
3. Give expressions to real or imaginary experience in written or spoken form.

ASSESSMENT:
- Participate in an interview.
- Two comprehension tasks, one written and the other aural. One task requires a reorganisation of information.
- Two pieces of writing.

PREREQUISITES: Unit 1 Italian.

SUBJECT LEVY
The estimated Subject Levy per semester is $18.00 for each Unit of Italian

CONTACT - MARIETTA HAYNES
ESTABLISHING AND OPERATING A SERVICE BUSINESS

UNIT DESCRIPTION: This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the process of gathering, recording, reporting and analyzing financial data and information used by internal and external users. Recording and reporting is restricted to the cash basis. Students examine the role of accounting in the decision-making process using single entry recording of financial data and information for the owner of a service business. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

OUTCOMES:
On completion of this unit students should be able to:
1. Describe the resources and explain and apply the knowledge and skills necessary to set up a small business.
2. Identify, record, report and explain the financial data and information for the owner of a service business using a combination of manual and ICT methods.

ASSESSMENT:
Computerised Reports – Spreadsheets, Tests, Assignments, Folio of Accounting Exercises and Classroom Presentations.

ACCOUNTING FOR A TRADING BUSINESS

UNIT DESCRIPTION: This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions stock. They use financial and non-financial information to evaluate the performance of a business. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

OUTCOMES:
On completion of this unit students should be able to:
1. Record and report financial data and information for a sole trader.
2. Record and report financial data and information using an accounting software package for a single activity sole trader and explain and evaluate the role of ICT in the accounting process.
3. Select and use financial and non-financial information to evaluate a business and suggest strategies that will improve business performance.

ASSESSMENT:
Computerised reports – Spreadsheets and MYOB, Tests, Assignments, Folio of Accounting Exercises, Classroom Presentations.

ACCOUNTING - UNIT 3 (ACC331)

UNIT DESCRIPTION:
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students are introduced to the double entry system of recording using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

OUTCOMES:
On completion of this unit students should be able to:
1. Record financial data into appropriate accounting records using a double entry accrual-based system for a single activity sole trader and explain related aspects of this accounting system.
2. Record balance day adjustments, prepare financial reports and interpret related aspects of the accounting system.

ASSESSMENT:
Mid-year Examination, End of Year Examination, Tests, Case Studies, Written Report, Accounting Exercises and Computer Generated Reports.

ACCOUNTING - UNIT 4 (ACC342)

UNIT DESCRIPTION: This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit covers the accrual recording and reporting system for a single activity trading business using the perpetual inventory recording system. Students learn about the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, financial performance and financial position. In this unit students evaluate the information prepared and analyse the results in order to suggest strategies to the owner. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

OUTCOMES:
On completion of this unit students should be able to:
1. Record and report financial data and information using a double entry accrual-based system for a single activity sole trader and explain related aspects of this accounting system.
2. Prepare and analyse budgets, evaluate a business using financial and non-financial information and suggest strategies to improve the profitability and liquidity of the business.

ASSESSMENT:
Mid-year Examination, End of Year Examination, Tests, Case Studies, Written Report, Accounting Exercises and Computer Generated Reports.
UNIT DESCRIPTION: 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.

OUTCOMES: On completion of this unit students should be able to:
1. Describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.
2. Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.
3. Describe the internal business environment and analyse how factors from within it may affect business planning.

ASSESSMENT: Suitable tasks for assessment may be selected from the following:
- a case study analysis
- a business simulation exercise
- a media analysis
- an essay
- a business survey and analysis
- development of a business plan and/or feasibility study
- an interview and a report on contact with business

SUBJECT LEVY: The estimated Subject Levy per semester is $20.00

TEXT & COST: TEXTBOOK TBA

**Note:** The estimated Subject Levy per semester is $45.00 (Plus $10.00 for Australian Business Week & $10.00 for Business Market Day Operations)

CONTACT - JULIA LEWIS

MANAGING A BUSINESS

UNIT DESCRIPTION: In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

OUTCOMES: On completion of this unit students should be able to:
1. Discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills. 20 marks
2. Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees. 40 marks
3. Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations. 40 marks

SUBJECT LEVY: The estimated Subject Levy per semester is $45.00

TEXT & COST: TEXTBOOK TBA

CONTACT - JULIA LEWIS

TRANSFORMING A BUSINESS

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

OUTCOMES: On completion of this unit students should be able to:
1. Explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future. 50 marks
2. Evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business. 50 marks

CONTACT - PAULA COX OR PHIL OPIE

VET BUSINESS – CERTIFICATE II BUSINESS (BSB30115)

UNIT DESCRIPTION: Provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects within a broad range of business and industry settings. In addition to communication and general reception skills, you will learn about current automated office technologies and business practices using Microsoft® Windows and Microsoft® Office, which offer the most frequently used computer applications in an office environment. Students can achieve competency based modules at their own pace, or until they are deemed competent in a certain area. The course concentrates on specific industry skills and attaining certificates to compliment the work students have completed with some theory components. Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE Business must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

**Please refer to the VET Handbook for further information.

CONTACT - JULIA LEWIS

Senior Curriculum Handbook
THE BEHAVIOUR OF CONSUMERS AND BUSINESS

UNIT DESCRIPTION: Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economic concepts. Students examine a simple microeconomic model to explain changes in prices and quantities traded. Through close examination of one or more key markets they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

OUTCOMES:
On completion of this unit students should be able to:
1. Describe the basic economic problem, discuss the role of consumers and businesses in the economy and analyse the factors that influence decision making.
2. Explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy.

Suitable tasks for assessment may be selected from the following:
- an analysis of written, visual and statistical evidence
- a folio of applied economic exercises
- a report on an investigation or an inquiry
- an essay/a structured report
- a presentation (oral, multimedia, visual)
- media analyses
- fieldwork
- a blog of media commentaries using print or electronic materials

ECONOMICS - UNIT 2 (ECO222)

CONTEMPORARY ECONOMIC ISSUES

UNIT DESCRIPTION: Students consider the influence on the world’s living standards of the decisions made and the actions taken in the global economy by investigating one or more contemporary global issues and the trade-offs involved. Through an examination of the issue, students gain a greater appreciation of additional factors that can affect living standards in both Australia and in other nations. They consider the perspectives of relevant stakeholders and evaluate the validity of individual and collective responses to global issues. Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals. Economic growth is generally associated with improvements in living standards as real incomes grow over time. Students explore how the benefits of economic growth are shared in an economy and begin to appreciate that efforts to increase economic efficiency might lead to a more inequitable distribution of income. They evaluate the role of government intervention in markets and discuss whether achieving greater equality causes a decline in economic growth and average living standards. Through the analysis of specific policy measures, students analyse and question the nature of this key trade-off and evaluate whether there is a degree of compatibility between equity and efficiency.

OUTCOMES:
On completion of this unit students should be able to:
1. Explain the factors and policies that may influence economic growth and the composition of government outlays and receipts to directly alter the level of government outlays and receipts. Students also consider the factors that may influence the way resources are allocated in an economy and how market power can affect efficiency and living standards.
2. Explain the factors that may influence the way resources are allocated in an economy and how market power can affect efficiency and living standards.
3. Explain the factors that may influence the way resources are allocated in an economy and how market power can affect efficiency and living standards.

ECONOMICS - UNIT 3 (ECO331)

AUSTRALIA’S ECONOMIC PROSPERITY

UNIT DESCRIPTION: In this unit students develop an understanding of the macroeconomy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government’s domestic macroeconomic goals and affect living standards. Australia’s economic prosperity depends, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships in terms of their influence on Australia’s living standards. They analyse how international transactions are recorded, predict how economic events might affect the value of the exchange rate and evaluate the effect of trade liberalisation.

OUTCOMES:
On completion of this unit students should be able to:
1. Explain how markets operate to allocate resources, and discuss the effect of government intervention on market outcomes. 40 marks
2. Analyse key contemporary factors that may have influenced the Australian Government’s domestic macroeconomic goals over the past two years and discuss how achievement of these goals may affect living standards. 30 marks
3. Explain the factors that may influence Australia’s international transactions and evaluate how international transactions and trade liberalisation may influence the current account balance, the Australian Government’s domestic macroeconomic goals and living standards in Australia. 30 marks.

ECONOMICS - UNIT 4 (ECO342)

MANAGING THE ECONOMY

UNIT DESCRIPTION: The ability of the Australian Government to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. The Australian Government can utilise a wide range of policy instruments to influence these goals and to positively affect living standards. Students develop an understanding of how the Australian government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

OUTCOMES:
On completion of this unit students should be able to:
1. Discuss the nature and operation of aggregate demand policies and analyse how the changes in aggregate demand affect the Australian Government’s domestic macroeconomic goals and living standards. 60 marks
2. Discuss the nature and operation of aggregate supply policies and analyse how the changes in aggregate supply affect the Australian Government’s domestic macroeconomic goals and living standards. 40 marks.
### GEOGRAPHY - UNIT 1 (GEO111)

**HAZARDS AND DISASTERS**

UNIT DESCRIPTION: In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. 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.

OUTCOMES:
On completion of this unit students should be able to:
1. Analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales.
2. Analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

ASSESSMENT:
Suitable tasks for assessment in this unit are:
- a fieldwork report of approximately 1500–2000 words
- and at least one of:
  - structured questions
  - a case study
  - a report
  - a folio of exercises.

### GEOGRAPHY - UNIT 2 (GEO222)

**TOURISM**

UNIT DESCRIPTION: The study of tourism at local, regional and global scales emphasises the interconnection within and between places. For example, the interconnections of climate, landforms and culture help determine the characteristics of a place that can prove attractive to tourists. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism. Students undertake fieldwork in this unit and report on fieldwork using the structure provided.

OUTCOMES:
On completion of this unit students should be able to:
1. Analyse, describe and explain the nature of tourism at a range of scales.
2. Analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.

ASSESSMENT:
Suitable tasks for assessment in this unit are:
- a fieldwork report of approximately 1500–2000 words.
- and at least one of:
  - structured questions
  - a case study
  - a report
  - a folio of exercises.

### GEOGRAPHY - UNIT 3 (GEO331)

**CHANGING THE LAND**

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

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

OUTCOMES:
On completion of this unit students should be able to:
1. Analyse, describe and explain land use change and assess its impacts. 50 marks.
   - Structured questions (approximately 50–60 minutes) and Fieldwork report (approximately 1500–2000 words).
2. Analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes. 50 marks.
   - Analysis of geographic data (approximately 50–60 minutes).

### GEOGRAPHY - UNIT 4 (GEO342)

**HUMAN POPULATION: TRENDS AND ISSUES**

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

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

The growth of the world’s population from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scale without parallel in human history. Much of the current growth is occurring within developing countries while the populations in many developed countries are either growing slowly or are declining. Populations change by growth and decline in fertility and mortality, and by people moving to different places.

The Demographic Transition Model and population structure diagrams provide frameworks for investigating the key dynamics of population. Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions. Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

OUTCOMES:
On completion of this unit students should be able to:
1. Analyse, describe and explain population dynamics on a global scale. 40 marks: Analysis of geographic data (approximately 50–60 minutes).
2. Analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses. 60 marks: Structured questions (approximately 100 minutes).

### CONTACT - GREG KLUSSER OR FIONA PALMER
HISTORY - UNIT 1 (HIS111)

TWENTIETH CENTURY (1918 – 1939)

AREA OF STUDY 1 – IDEOLOGY & CONFLICT
AREA OF STUDY 2 – SOCIAL & CULTURAL CHANGE

OUTCOMES:
- THE WORLD AFTER WWI
- LEAGUE OF NATIONS
- ECONOMIC INSTABILITY
- GREAT DEPRESSION
- ENTERTAINMENT
- IMPACT OF TREATIES
- RISE OF COMMUNISM & FASCISM
- ROARING 20’S
- CAUSES OF WWII
- HOLOCAUST

HISTORY - UNIT 2 (HIS222)

TWENTIETH CENTURY (1945 – 2000)

AREA OF STUDY 1 – COMPETING IDEOLOGIES
AREA OF STUDY 2 – CHALLENGE & CHANGE

OUTCOMES:
- AFTERMATH WWII
- COMMUNISM USSR
- CONFLICTS (KOREA, VIETNAM)
- MASS COMMUNICATION
- TERRORIST CAMPAIGNS
- DECOLONIZATION (AFRICA, ASIA PACIFIC)
- COLD WAR
- CAPITALISM USA
- CUBAN MISSILE CRISIS
- CIVIL RIGHTS
- FEMINISM

HISTORY - UNIT 3 (HIS331)

THE AMERICAN REVOLUTION

UNIT DESCRIPTION: At a glance, the American Revolution may not seem much like a revolution at all. There was no oppressive ruler, no economic misery, poverty or famine – in fact the people (especially those who instigated the revolution) were enjoying a better standard than people in Britain. Despite the propaganda and rhetoric there was no tyrannical misuse of power, troops or force. When considered American Revolutionaries didn’t have much to complain about at all. So why did they rebel?

OUTCOMES:
On completion of this unit students should be able to:
1. Evaluate the role of ideas, leaders, movements and events in the development of the revolution.
2. Analyse the challenges facing the emerging order and the way in which attempts were made to create a new society and evaluate the nature of the society created by the revolution.

HISTORY - UNIT 4 (HIS342)

THE RUSSIAN REVOLUTION

UNIT DESCRIPTION: As a 20th Century event the Russian Revolution’s ideas and events still resonate today. Russia had a doomed old regime emperor, blinded by religion and tradition, a figure of misfortune. One hundred million Russians would be led through a generation of isolation, starvation, war and politically motivated brutality. The lead revolutionary was obsessive and determined to the extreme. Its little wonder the contemporary historian would call the Russian Revolution a book of tragedy.

OUTCOMES:
On completion of this unit students should be able to:
3. Evaluate the role of ideas, leaders, movements and events in the development of the revolution.
4. Analyse the challenges facing the emerging order and the way in which attempts were made to create a new society and evaluate the nature of the society created by the revolution.

SUBJECT LEVY
The estimated Subject Levy per semester is $20.00

TEXT & COST
TBA

CONTACT - JASON SAULGE

HISTORY - UNIT 3 (HIS731)

TRANSFORMATIONS - COLONIAL SOCIETY TO NATION

AREA OF STUDY 1 - The reshaping of the Port Phillip District, Victoria.
AREA OF STUDY 2 - Making a People and a Nation.

SUBJECT LEVY
The estimated Subject Levy per semester is $20.00

TEXT & COST
TBA

CONTACT - DANIELLE DUSCHER
**INDUSTRY & ENTERPRISE - UNIT 1 (INE111)**

**WORKPLACE PARTICIPATION**

**UNIT DESCRIPTION:** Students are introduced to important career pathway concepts, especially career development and lifelong learning. Students begin to lay the foundations for the development of work related skills by actively exploring their own individual career goals and pathways and develop techniques that assist them to source suitable work opportunities. This unit incorporates structured workplace learning in the form of a work placement. There will be an additional charge for participation in the Australian Business Week (ABW) attached to the subject levy.

**OUTCOMES:**
On completion of this unit the student should be able to:
1. Investigate career pathways and analyse current and future work options.
2. Explain the entry level requirements for obtaining work in a selected industry, and discuss the importance of developing personal work related skills.
3. Investigate and report on work-related issues for a selected occupation in a specific workplace.

**ASSESSMENT:**
- Work placement Report - Exam
- Workplace Issue Project - Tests and Case Studies

**SUBJECT LEVY**
The estimated Subject Levy per semester is $20.00

**TEXT & COST:**
M. Carolan: Towards an Enterprising You – I&E Units 1 & 2
Industry and Enterprise Unit 1 Workplace Participation. ISBN 9780987139627 TBA

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**INDUSTRY & ENTERPRISE - UNIT 2 (INE222)**

**BEING ENTERPRISING**

**UNIT DESCRIPTION:** Students investigate the characteristics and qualities of enterprising individuals and analyse strategies for developing enterprising behaviour in personal, social and community settings. They consider the characteristics of leadership, including mentoring and coaching, and examine the relationship between enterprising behaviour, leadership and the development of an individual’s work related skills in personal, social and community settings.

**OUTCOMES:**
On completion of this unit the student should be able to:
1. Students examine the relationship between enterprising behaviour and leadership shown by individuals in different settings.
2. Describe the characteristics of a selected industry, evaluate the extent to which enterprising behaviours are applied in selected work settings within this industry, and explain the role of work related skills in supporting innovation in the industry.
3. Analyse impact of one or more significant issue on an Australian Industry.

**ASSESSMENT:**
- Workplace Placement Plan - Exam
- Workplace Issue Project - Tests and Case Studies

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**INDUSTRY & ENTERPRISE - UNIT 3 (INE331)**

**ENTERPRISE CULTURE**

**UNIT DESCRIPTION:** The future of Australian Industry depends on the development of a successful enterprise culture. This unit investigates the concept of enterprise culture and the role of leadership and teamwork in shaping attitudes, skills and behaviours within and enterprise. This unit also examines the role and impact of innovation, quality, technology and workplace flexibility in creating cultural change in Australian Industry. This unit includes a compulsory 35 hours of work placement.

**OUTCOMES:**
1. Investigate and report on the development of enterprise culture in a workplace, including the importance of work related skills, based on experience at a workplace or an enterprise activity.
2. Analyse the role of training and workplace learning, quality, technology and workplace flexibility in the process of creating cultural change for a selected Australian Industry.

**ASSESSMENT:**
- A workplace report or a case study : (Marks allocated – 50)
- A structured report : (Marks allocated – 50)

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**INDUSTRY & ENTERPRISE - UNIT 4 (INE342)**

**INDUSTRY CHANGE AND INNOVATION**

**UNIT DESCRIPTION:** This unit investigates how pressures and opportunities for change and enterprising responses are transforming the Australian workplace. Students investigate innovation and evaluate its importance for a selected Australian Industry. They consider the role of the Government in supporting innovation within industry and examine the relationships between technology, training and innovation in developing an enterprise culture.

**OUTCOMES:**
1. Analyse pressures and opportunities for change and responses to change in a selected Australian Industry.
2. Discuss the extent to which innovation is occurring in one or more workplaces within that industry, and discuss the relationship between innovation and enterprise culture.

**ASSESSMENT:**
- Analyse pressures and opportunities for change – a test, essay, report, case study or multimedia presentation: (Marks allocated 50)
- Evaluate the role and importance of training and workplace learning in Australian Industry: (Marks allocated 50)
- End of year examination

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**VET RETAIL – CERTIFICATE II RETAIL SERVICES (SIR20212)**

**UNIT DESCRIPTION:** This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic retail operational knowledge and limited practical skills in a defined context. Work would be undertaken in various retail store settings, such as specialty stores, supermarkets, department stores and retail fast food outlets. Individuals may work with some autonomy or in a team but usually under close supervision. Students can achieve competency based modules at their own pace, or until they are deemed competent in a certain area. The course concentrates on specific industry skills and attaining certificates to compliment the work students have completed with some theory components. Students may be eligible for up to four units at Unit 1 and 2 level.

**CONTACT - JULIA LEWIS**

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**CONTACT - ANDREA CHAMBERLAIN**

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**CONTACT - JULIA LEWIS**
LEGAL STUDIES - UNIT 1 (LST111)

CRIMINAL LAW AND JUSTICE

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

OUTCOMES:
On completion of this unit the student should be able to:
1. Explain the need for effective laws and describe the main sources and types of law in society.
2. Explain the key principles and types of criminal law, apply the key principles to relevant cases, and discuss the impact of criminal activity on the individual and society.
3. Describe the processes for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice.

ASSESSMENT:
Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student’s performance on a selection of assessment tasks.

- Structured assignment
- Essay
- Case study
- Report

LEGAL STUDIES - UNIT 2 (LST222)

CIVIL LAW AND THE LAW IN FOCUS

UNIT DESCRIPTION: This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defenses to civil claims within our legal system available to enforce the civil rights of our citizens. As well as the judicial procedure to resolve civil disputes, the unit also investigates the alternative avenues of dispute resolution and their effectiveness. This unit provides students with the opportunity to explore a specific area of law and analyse contemporary legal issues.

OUTCOMES:
On completion of this unit the student should be able to:
1. Explain the principles of civil law, law-making by courts, and elements of torts, and apply these to relevant cases.
2. Explain and evaluate the processes for the resolution of civil disputes.
3. Describe an Australian case illustrating rights issues, and discuss the impact of the case on the legal system and the rights of individuals.

LEGAL STUDIES - UNIT 4 (LST331)

MAKING AND CHANGING THE LAW

UNIT DESCRIPTION: This unit focuses on the institutions which determine law and the processes by which laws are made. It considers why laws are necessary and the main types of laws which exist within a community. It also explores the way in which an individual working alone or as a member of a group can influence changes to the law. The law is not static and is under constant review. Legal rules tend to reflect community values and are therefore constantly being modified as values change. This unit investigates the relationship between values and the law.

Areas of study include:
- Role of Parliament and the Court
- Relationship between law-making bodies
- Changing the law

OUTCOMES:
On completion of this unit students should be able to:
1. Explain the structure and role of parliament, including its processes and effectiveness as a law-making body, describe why legal change is needed, and the means by which such change can be influenced.
2. Explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, analyse the means by which law-making powers may change, and evaluate the effectiveness of the Commonwealth Constitution in protecting human rights.
3. Describe the role and operation of courts in law-making, evaluate their effectiveness as law-making bodies and discuss their relationship with parliament.

ASSESSMENT:
Outcome 1= 25 marks. Outcome 2= 50 marks. Outcome 3=25 marks.
- A case study
- Structured questions
- A test
- An essay
- A report in written format
- A report in multimedia format
- A folio of exercises

LEGAL STUDIES - UNIT 4 (LST342)

EVALUATION OF THE LEGAL SYSTEM

UNIT DESCRIPTION: This unit focuses on the courts, tribunals, alternative avenues of dispute resolution, and processes and procedures which operate within the legal system. It also includes a review of the operation of the legal system, giving consideration to its strengths and weaknesses, and possible areas for change and reform.

Areas of study include:
- Dispute Resolution
- Court processes and procedures
- Evaluation of the legal system

OUTCOMES:
On completion of this unit students should be able to:
1. Describe and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes.
2. Explain the processes and procedures for the resolution of criminal cases and civil disputes, and evaluate their operation and application, and evaluate the effectiveness of the legal system.

ASSESSMENT:
- Tests - extended responses. (40 marks)
- Analytical report on case study or analysis of contemporary legal commentary. (60 marks)

SUBJECT LEVY

The estimated Subject Levy per semester is $20.00

TEXT & COST

M. Humphreys: Legal Notes VCE Units 3 & 4 A+ ISBN 9780170186957 $24.95
Legal Studies Practice Exam VCE Units 3 & 4 ISBN 9780170186940 $24.95
Australia’s Constitution (Pocket Size). ISBN 9781742293431 $4.95
Making & Breaking the Law VCE Units 3 & 4 (10th Ed) ISBN 9780170186957 $75.99

CONTACT - ANDREA CHAMBERLAIN OR PHIL OPIE
YOUTH AND FAMILY

UNIT DESCRIPTION: This unit uses sociological methodology to explore the social categories of youth and adolescence and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of its composition, how it is reproduced over time and the differences between societies. When sociologists investigate a topic, they attempt to do so with a reflective, critical mindset. Sociologists are guided by theories, or frameworks, to explain and analyse how social action, social processes and social structures work.

OUTCOMES:
On completion of this unit the student should be able to:
1. Describe the nature of sociological inquiry and discuss in an informed way youth and adolescence as social categories.
2. Analyse the institution of family.

ASSESSMENT:
Assessment tasks for this unit are selected from the following:
• an interview and a report
• a research report
• a representation analysis
• a review of youth or family specific journals or magazines
• a multimedia presentation

CULTURE & ETHNICITY

UNIT DESCRIPTION: This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups. Culture and ethnicity refer to groups connected by shared customs, culture or heritage. Students learn how these classifications can define inequality and opportunity, shape cultural activities and provide a sense of purpose.

Area of Study 1 involves a critical exploration of the historical suppression of, and increasing public awareness of, Australian Indigenous culture. This requires some knowledge of the past and its influence on subsequent generations, as well as knowledge of contemporary factors that may be supporting and/or limiting increasing awareness of Australian Indigenous culture. Indigenous and non-indigenous perspectives and responses are integral to the area of study.

Ethnicity is investigated in Area of Study 2. Ethnicity is a key sociological category that plays an important role in social life. Individuals often define themselves, or others, as members of an ethnic category based on common heritage, language or religion that gives them a unique social identity. The category is often used in contrast to the concept of race, which generally refers to groups based on visible physical characteristics such as skin colour and facial features. Most sociologists prefer to focus on the concept of ethnicity rather than race.

OUTCOMES:
On completion of this unit students should be able to:
1. Analyse and evaluate changes in public awareness and perception of Australian Indigenous culture. (50 marks)
2. Identify and analyse experiences of ethnicity within Australian society. (50 marks)

ASSESSMENT METHODS:
One or more of the following:
• an analysis of text-based or visual representation/s
• a multimedia presentation
• a research report
• a test
• an extended response.

SUBJECT LEVY: The estimated Subject Levy per semester is $20.00

SOCIAL NORMS: BREAKING THE CODE

UNIT DESCRIPTION: In this unit students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as age and socio economic status.

OUTCOMES:
On completion of this unit the student should be able to:
1. Analyse a range of sociological theories explaining deviant behaviour and the impact of moral panic on those considered deviant.
2. Discuss crime in Australia and evaluate the effectiveness for shaping human behaviour of methods of punishment in the judicial system.

ASSESSMENT:
Assessment tasks for this unit are selected from the following:
• an essay
• a research report
• a film analysis.

HUMAN POPULATION: TRENDS AND ISSUES

UNIT DESCRIPTION: Community, social Movements and Social Change.
In this unit students explore the ways sociologists have thought about the idea of community and how the various forms of community are experienced. They examine the relationship between social movements and social change.

In Area of Study 1 students examine the changing definitions and experiences of community and the challenges posed by political, social, economic and technological change. Students examine a range of theoretical understandings of the concept of community with particular reference to the theories of Tonnoy and Castells.

In Area of Study 2 students investigate the role of social movements. A social movement involves a group engaged in an organised effort to achieve social change. Students develop an understanding of the purpose, evolution, power and outcomes of social movements.

OUTCOMES:
On completion of this unit students should be able to:
1. Explain the experience of community and analyse and evaluate a specific example with reference to the theories of Tonnoy and Castells. (50 marks)
2. Analyse the nature of social movements and evaluate their influence on social change. (50 marks)

ASSESSMENT METHODS:
One or more of the following:
• an analysis of text-based or visual representation/s
• a multimedia presentation
• a research report
• a test
• an extended response.

SUBJECT LEVY: The estimated Subject Levy per semester is $20.00

CONTACT - DANIELLE DUSCHER
VCE / VCAL MATHEMATICS

OUTLINE OF UNIT STRUCTURE

YEAR 11
SEM 1
FOUNDATION MATHEMATICS UNIT 1

YEAR 11
SEM 2
FOUNDATION MATHEMATICS UNIT 2

YEAR 12
SEM 1
VCAL NUMERACY LEVEL 1 OR 2

YEAR 12
SEM 2
VCAL NUMERACY LEVEL 1 OR 2

BEYOND

GENERAL MATHEMATICS UNIT 1

MATHEMATICAL METHODS UNIT 1

MATHEMATICAL METHODS UNIT 2

MATHEMATICAL METHODS UNIT 2

MATHEMATICAL METHODS UNIT 3

MATHEMATICAL METHODS UNIT 3

MATHEMATICAL METHODS UNIT 4

MATHEMATICAL METHODS UNIT 4

FURTHER MATHEMATICS UNIT 3

FURTHER MATHEMATICS UNIT 3

FURTHER MATHEMATICS UNIT 3

FURTHER MATHEMATICS UNIT 3

MATHEMATICAL METHODS UNIT 1 and SPECIALIST MATHEMATICS UNIT 1

MATHEMATICAL METHODS UNIT 2 and SPECIALIST MATHEMATICS UNIT 2

MATHEMATICAL METHODS UNIT 3 and SPECIALIST MATHEMATICS UNIT 3

MATHEMATICAL METHODS UNIT 4 and SPECIALIST MATHEMATICS UNIT 4

Two optional modules selected from a choice of four

NOTE: Specialist Mathematics Units 1 & 2 can only be taken along with Mathematical Methods Units 1 & 2. Specialist Mathematics (Units 3 & 4) must be coupled with Mathematical Methods (Units 3 & 4) if you select this pathway.

For employment and TAFE courses and apprenticeships

For employment and general tertiary entry

Tertiary courses including science, economics, medicine

Tertiary courses requiring a strong background in Mathematics, eg. Engineering
**SPECIFIC ADVICE FOR VCE AND VCAL MATHEMATICS**

In order that students and parents make a realistic choice of Mathematics in VCE/VCAL, the following guidelines are provided and recommended. It is also suggested that students discuss pathway options with their current Mathematics teacher. If during the current year the student has been required to complete Redemptions, they are advised to honestly reflect on their application, achievement and abilities, to assist them in making an informed choice in finding the most appropriate pathway for their future Mathematics studies.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>RECOMMENDATIONS</th>
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<tbody>
<tr>
<td><strong>FOUNDATION MATHEMATICS UNITS 1 &amp; 2</strong></td>
<td>This subject does not lead to any Mathematics at Unit 3 &amp; 4 level. It is recommended to students who wish to continue with a Mathematics at Year 11, but who have found Year 10 General Mathematics challenging. It is also suitable to students who have achieved no less than a B on their assessment tasks in Year 10 Essential Mathematics.</td>
</tr>
<tr>
<td><strong>VCAL NUMERACY UNITS 1 &amp; 2</strong></td>
<td>This subject is recommended to students who will follow a TAFE program or traineeship and would like to study work-related mathematics. There are four levels of VCAL Numeracy.</td>
</tr>
</tbody>
</table>
| **GENERAL MATHEMATICS UNITS 1 & 2** | Satisfactory completion of Mathematical Methods (Year 10) or General Mathematics (Year 10).  
Satisfactory completion of Year 10 Essential Mathematics by a highly motivated student, with assessment grades of B or better on the end of semester examination. |

General Mathematics is intended to be a preparation for Further Mathematics (Units 3 & 4). It contains useful, practical Mathematics for everyday living.

| **MATHEMATICAL METHODS UNITS 1 & 2** | Successful completion of Mathematical Methods (Year 10). Preferably with assessment grades of C or better on the end of semester examinations.                                                                                           |

Mathematical Methods – Units 1 & 2 are preparation for Mathematical Methods – Units 3 & 4 and as such is a very full and demanding course. Students should be aware of the high algebraic content which exists within this course. As a result reflecting on their experience of Year 10 Mathematical Methods is essential for students considering Units 1 and 2. It is recommended that students are competent on algebra based topics, without the use of technology.

| **SPECIALIST MATHEMATICS UNITS 1 & 2** | This subject can only be taken in conjunction with Mathematical Methods – Units 1 & 2.                                                                                                                                     |

Students who intend to study two Mathematics subjects in Year 12 are strongly recommended to study two Mathematics subjects in Year 11. Students only intending to do Mathematical Methods Units 3 & 4 will develop a stronger basis by studying Specialist Mathematics Units 1 & 2 or General Mathematics Units 1 & 2, as well as Mathematical Methods Units 1 & 2 whilst in Year 11.

| **VCAL NUMERACY UNITS 3 & 4**   | This subject is recommended to students who will follow a TAFE program or traineeship and would like to study work-related mathematics. There are four levels of VCAL Numeracy.                                              |
| **FURTHER MATHEMATICS UNITS 3 & 4** | Successful completion of General Mathematics – Units 1 & 2.  
or  
Successful completion of Mathematical Methods Units 1 and/or 2.                                                                                                         |
| **MATHEMATICAL METHODS UNITS 3 & 4** | Successful completion of Mathematical Methods – Units 1 & 2. This subject is a recommended subject for a number of tertiary courses.                                                                 |
| **SPECIALIST MATHEMATICS UNITS 3 & 4** | Successful completion of Mathematical Methods – Units 1 & 2 and Specialist Mathematics – Units 1 & 2. Also Mathematical Methods– Units 3 & 4 must be studied in conjunction with this subject. |
FOUNDATION MATHEMATICS – UNIT 1 (MAT111) & UNIT 2 (MAT222)

UNIT DESCRIPTION: Foundation Mathematics provides for the continuing mathematical development of students entering VCE or VCAL who do not intend to undertake Unit 3 and 4 studies in Mathematics. It is a course aimed at meeting the needs of students who have experienced difficulties in mathematical studies, in previous years. In Foundation Mathematics, there is a strong emphasis on using Mathematics in practical contexts. Students who found the material in Year 10 General Mathematics challenging are strongly recommended to take this course. These units will be especially useful for students undertaking VET studies. The areas of study include Space, Shape and Design; Patterns in Number; Data and Measurement. The approach is thematic.

OUTCOMES:
On the completion of this unit the student should be able to:
1. Use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve problems based on a range of everyday and real-life contexts.
2. Apply mathematical procedures to solve practical problems in both familiar and new contexts, and communicate their results.
3. Select and use technology to solve problems in practical contexts.

ASSESSMENT: All assessments are school based. Assessment tasks must include components to be completed with and without the use of technology as applicable. These will involve a selection of: investigations and projects; assignments; and tests. Examinations may be required to be undertaken.

SUBJECT LEVY The estimated Subject Levy per semester is $9.00
REQUISITES & COST Scientific Calculator (as per booklist) $204.95

GENERAL MATHEMATICS - UNIT 1 (MAT711)

UNIT DESCRIPTION: This subject is aimed to cater for the needs of students who wish to complete 4 units of Mathematics at VCE but who find algebraic work difficult. The course includes topics from the Areas of Study: Algebra and Structure, Arithmetic and Number, Discrete Mathematics, Geometry, Measurement and Trigonometry, Graphs of linear and non-linear relations and Statistics. Many practical applications of mathematics are included.

OUTCOMES:
On the completion of this unit the student should be able to:
1. Define and explain key concepts, in relation to the topics from the selected areas of study and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in at least three of the areas of study.
3. Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in at least three of the areas of study.

PREREQUISITES: Successful completion of four VO Mathematics Units.

ASSESSMENT: The award of satisfactory completion for a Unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for this unit. The decision relating to satisfactory completion is based on the student’s performance on topic tests, application tasks and assignments. An end of semester examination is required to be completed.

SUBJECT LEVY The estimated Subject Levy per semester is $18.00
TEXT & COST General Mathematics Units 1 & 2 Cambridge: Print and digital copy ISBN : 13 978 1 107 56755 9 $75.95
REQUISITES & COST Ti-Nspire CAS Calculator CX $204.95

GENERAL MATHEMATICS - UNIT 2 (MAT722)

UNIT DESCRIPTION: This subject builds on the material covered in General Mathematics Unit 1. The course includes topics form the Areas of Study: Algebra and Structure, Arithmetic and Number, Discrete Mathematics, Geometry, Measurement and Trigonometry, Graphs of linear and non-linear relations and Statistics. Many practical applications of mathematics are included.

OUTCOMES:
On the completion of this unit the student should be able to:
1. Define and explain key concepts, in relation to the topics from the elected areas of study and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in at least three of the areas of study.
3. Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigate techniques or approaches in at least three of the areas of study.

PREREQUISITES: General Mathematics Unit 1 or Mathematics Methods Unit 1.
**FURTHER MATHEMATICS – UNIT 3 (MAT731) & UNIT 4 (MAT742)**

**UNIT DESCRIPTION:** The Areas of Study for Unit 3 include: Core-Data Analysis and Core-Recursion and financial modelling. The Area of Study for Unit 4 involves an option of two of the following four modules: Matrices, Networks and decision mathematics, Geometry and Measurement, Graphs and relations.

**OUTCOMES:**
On the completion of this unit the student should be able to:
1. Define and explain key concepts as specified in the content from the areas of study, and use this knowledge to apply related mathematical procedures to solve routine application problems.
2. Apply mathematical processes in contexts related to the areas of study and to analyse and discuss these applications of mathematics.
3. Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches.

**ASSESSMENT:**
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit. The student’s level of achievement for Units 3 and 4 will be determined by school assessed course work and two end of year examinations. School assessed course work for Unit 3 - 20%, School assessed course work for Unit 4 - 14%, two end of year examinations – each contributing 33%. School assessed course work will be set and assessed by the teacher as part of the regular teaching and learning program. Tasks must be completed mainly in class and within a limited time frame.

**PREREQUISITES:** - General Mathematics Business Unit 1 and 2 or Mathematical Methods Unit 1 and 2.

**SUBJECT LEVY**
The estimated Subject Levy per semester is $18.00

**TEXT & COST**
*Further Mathematics Units 3 & 4 - Cambridge: Print and digital copy ISBN : 13 978 1 316 61622 2* $75.95

**REQUISITES & COST**
 TI-Nspire CAS Calculator CX $204.95

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**MATHEMATICAL METHODS – UNIT 1 (MAT811)**

**UNIT DESCRIPTION:** This subject is highly algebraic. The Areas of study for this unit are:
- Functions and graphs, Algebra, Calculus and Probability and statistics

**OUTCOMES:**
On completion of this unit the student should be able to:
1. Define and explain key concepts as specified in the content from the ‘Functions and graphs’, ‘Algebra’, ‘Calculus’ and ‘Probability’ areas of study, and to apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**ASSESSMENT:**
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit. The decision relating to satisfactory completion is based on the student’s performance on topic tests, application tasks and assignments. An end of semester exam is required to be completed.

**PREREQUISITES:**
Successful completion of Mathematical Methods (Year 10). Competence in Algebraic skills without the use of technology.

**SUBJECT LEVY**
The estimated Subject Levy per semester is $18.00

**TEXT & COST**
*Mathematical Methods Units 1 & 2 - Cambridge: Print and digital copy ISBN : 13 978 1 107 52013 4* $75.95

**REQUISITES & COST**
 TI-Nspire CAS Calculator CX $204.95

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**MATHEMATICAL METHODS – UNIT 2 (MAT822)**

**UNIT DESCRIPTION:** This unit builds on the material covered in Math Methods Unit 1. The Areas of study for this unit are:
- Functions and graphs, Algebra, Calculus and Probability and statistics

**OUTCOMES:**
On completion of this unit the student should be able to:
1. Define and explain key concepts as specified in the content from the areas of study, and use this knowledge to apply related mathematical procedures to solve routine application problems.
2. Apply mathematical processes in contexts related to the areas of study and to analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**ASSESSMENT:**
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit. The decision relating to satisfactory completion is based on the student’s performance on topic tests, application tasks and assignments. An end of semester exam is required to be completed.

**PREREQUISITES:**
Successful completion of Mathematical Methods Unit 1. Competence in Algebraic skills without the use of technology.

**SUBJECT LEVY**
The estimated Subject Levy per semester is $18.00

**TEXT & COST**
*Mathematical Methods Units 3 & 4 - Cambridge: Print and digital copy ISBN : 13 978 1 107 52013 4* $75.95

**REQUISITES & COST**
 TI-Nspire CAS Calculator CX $204.95

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**MATHEMATICAL METHODS – UNIT 3 (MAT831) & UNIT 4 (MAT842)**

**UNIT DESCRIPTION:** Mathematical Methods Unit 3 & 4 is aimed at meeting the needs of students who intend to complete further study in Science, Commerce or Health Sciences and Medicine. The areas of study for this unit are Algebra, Functions and Graphs, Calculus, Probability and Statistics.

**OUTCOMES:**
On completion of each unit the student should be able to:
1. Define and explain key concepts as specified in the content from the Coordinate geometry, Circular (trigonometric) functions, Calculus, Algebra and Statistics and Probability, areas of study, and to apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics.
3. Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**ASSESSMENT:**
Assessment is made up of school assessed course work and two end of year exams in the following ratio:
- School assessed course work - Unit 3 - 17%, Unit 4 - 17% and two end of year exams – 22% and 44% respectively.

School assessed course work will be set and assessed by the teacher as part of the regular teaching and learning program. Tasks must be completed mainly in class and within a limited time frame.

**PREREQUISITES:**
Mathematical Methods Units 1 & 2

**SUBJECT LEVY**
The estimated Subject Levy per semester is $18.00

**TEXT & COST**
*Mathematical Methods Units 3 & 4 - Cambridge: Print and digital copy ISBN : 13 978 1 107 56 7474* $75.95

**REQUISITES & COST**
 TI-Nspire CAS Calculator CX $204.95
UNIT DESCRIPTION: VCAA recommends that students intending to study both Mathematical Methods Units 3 and 4 and Specialist Mathematics Units 3 and 4 should prepare by studying both Mathematical Methods 1 and 2 and Specialist Mathematics Unit 1 and 2. Although it is possible to prepare for Mathematical Methods 3 and 4 by studying only Mathematical Methods Units 1 and 2 a much firmer basis for further study is obtained by also studying Specialist Mathematics Units 1 and 2. The areas of Study will include material from the prescribed fields of: Arithmetic and number, Geometry, measurement and trigonometry and Graphs of linear/nonlinear relations. The course also includes material from the optional fields of: Algebra and structure, Discrete Mathematics and Statistics. The material covered in each area of study will be different to that covered in Mathematical Methods and will extend the students depth of mathematical knowledge. This course will have an emphasis on the application of mathematics to non-routine situations.

OUTCOMES: On completion of this unit the student should be able to:

1. Define and explain key concepts as specified in relation to the topics from the selected areas of study and apply a range of related mathematical routines and procedures and to apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

ASSESSMENT: The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. The decision relating to satisfactory completion is based on the student’s performance on topic tests, application tasks and assignments. An end of semester exam is required to be completed.

PREREQUISITES: Successful completion of Year 10 Mathematical Methods. This course can only be taken in conjunction with Math Methods Unit 1.

ASSESSMENT: The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. The decision relating to satisfactory completion is based on the student’s performance on topic tests, application tasks and assignments. An end of semester exam is required to be completed.

PREREQUISITES: Successful completion of Mathematical Methods Unit 1 and preferably also Specialist Mathematics Unit 1. This course can only be taken in conjunction with Math Methods Unit 2.

SUBJECT LEVY
The estimated Subject Levy per semester is $18.00

TEXT & COST
Specialist Mathematics Units 1 & 2 - Cambridge: Print and digital copy ISBN : 13 978 1 10754 765 8 $75.95

REQUISITES & COST
TI-Nspire CAS Calculator CX $204.95

UNIT DESCRIPTION: The areas of study for this unit are: Coordinate Geometry, Trigonometry, Algebra, Complex numbers, Calculus, Vectors and Mechanics.

OUTCOMES: On the completion of each unit the student should be able to:

1. Define and explain key terms and concepts as specified in the content from the Coordinate geometry. Circular (trigonometric functions), Algebra, Calculus, Vectors in two and three dimensions and Mechanics, areas of study, and to apply a range of related mathematical routines and procedures.
2. Apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and to analyse and discuss these applications of mathematics.
3. Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

ASSESSMENT: Assessment is made up of school assessed course work and two end of year exams in the following ratio:
School assessed course work: Unit 3 - 17%, Unit 4 - 17%. Two end of year exams – 22% and 44% respectively.
School assessed course work will be set and assessed by the teacher as part of the regular teaching and learning program. Tasks must be completed mainly in class and within a limited time frame.

PREREQUISITES: Mathematical Methods Units 1 & 2
Specialist Mathematics Units 1 & 2

SUBJECT LEVY
The estimated Subject Levy per semester is $18.00

TEXT & COST
Specialist Mathematics Units 3 & 4 - Cambridge: Print and digital copy ISBN : 13 978 1 107743 4 $75.95

REQUISITES & COST
TI-Nspire CAS Calculator CX $204.95
HOW DO LIVING THINGS STAY ALIVE?

UNIT DESCRIPTION: In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. 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 a diverse group of 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.

OUTCOMES:
On completion of this unit the student should be able to:
1. Investigate and explain how cellular structures and systems function to sustain life.
2. Explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.
3. Design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

HOW IS CONTINUITY OF LIFE MAINTAINED?

UNIT DESCRIPTION: This unit students focus on cell reproduction and the transmission of biological information from generation to generation. 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 asexual and sexual 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. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

OUTCOME 2:
On completion of this unit the student should be able to:
1. Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.
2. Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
3. Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

Area of Study 3: Investigation of an issue (Outcome 3 Unit 2)
The increasing uses and applications of genetics knowledge and reproductive science in society both provide benefits for individuals and populations and raise social, economic, legal and ethical questions. Human cloning, genetic modification of organisms, the use of forensic DNA databanks, assisted reproductive technologies and prenatal and predictive genetic testing challenge social and ethical norms. In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate an issue involving reproduction and/or inheritance.
UNIT DESCRIPTION: In this unit students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

OUTCOMES:
On completion of this unit the student should be able to:
1. Explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.
2. Apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

AREA OF STUDY 3: PRACTICAL INVESTIGATION
A student-designed or adapted investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation is to relate to knowledge and skills developed across Units 3 and 4 and may be undertaken by the student through laboratory work and/or fieldwork.

The investigation requires the student to identify an aim, develop a question, formulate a hypothesis and plan a course of action to answer the question and that complies with safety and ethical guidelines. The student then undertakes an experiment that involves the collection of primary qualitative and/or quantitative data, analyses and evaluates the data, identifies limitations of data and methods, links experimental results to science ideas, reaches a conclusion in response to the question and suggests further investigations which may be undertaken. The results of the investigation are presented in a scientific poster format. A practical logbook must be maintained by the student for record, authentication and assessment purposes.

OUTCOME: Design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster. (share over Units 3 & 4)

SUBJECT LEVY
The estimated Subject Levy per semester is $86.00

CONTACT - RUPA OBEROI

**Please refer to the VET Handbook for further information.**
HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

UNIT DESCRIPTION: In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications.

Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

Areas of Study 1: How can knowledge of elements explain the properties of matter?
Outcome 1: Students should be able to relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.

Areas of Study 2: How can the versatility of non-metals be explained?
Outcome 2: Students should be able to investigate and explain the properties of carbon lattice and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.

Areas of Study 3: Research investigation
In this area of study students apply and extend their knowledge and skills developed in Area of Study 1 and/or Area of Study 2 to investigate a selected question related to materials. They apply critical and creative thinking skills, science inquiry skills and communication skills to conduct and present the findings of an independent investigation into one aspect of the discoveries and research that have underpinned the development, use and modification of useful materials or chemicals.

Students undertake a research investigation relevant to one of the following ten options. For the selected question, students outline, analyse and evaluate relevant evidence to support their conclusions.

Option 1: The origin of the elements
Option 2: The development of the periodic table
Option 3: The lanthanoids and actinoids
Option 4: Using light to solve chemical puzzles
Option 5: Glass
Option 6: Crude oil
Option 7: Surfactants
Option 8: Polymers and composite materials
Option 9: Nanomaterials
Option 10: The life cycle of a selected material or chemical

Outcome 3: Students should be able to investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.

WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?

UNIT DESCRIPTION: In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

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

Area of Study 1: How do substances interact with water?
Outcome 1: Students should be able to relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.

Area of Study 2: How are substances in water measured and analysed?
Outcome 2: Students should be able to measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.

Area of Study 3: Practical investigation
Outcome 3: Students should be able to design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.

ASSESSMENT:
For Outcomes 1 and 2
• annotations of a practical work folio of activities or investigations
• a report of a practical activity or investigation
• a modelling activity
• media response
• problem solving involving chemical concepts, skills and/or issues
• a reflective learning journal/blog related to selected activities or in response to an issue
• data analysis
• a test comprising multiple choice and/or short answer and/or extended response.

For Outcome 3
• a report of a student-designed quantitative laboratory investigation using an appropriate format, for example digital presentation, oral communication, scientific poster or written report.

VET RURAL OPERATIONS – CERTIFICATE II HORTICULTURE (AHC21210)

UNIT DESCRIPTION: The Certificate II in Rural Operation is your entry into the horticulture dryland farming and viticulture industry. You will learn the basics of a range of different fields within the industry as well as workplace, safety and communication skills. Students can achieve competency based modules at their own pace, or until they are deemed competent in a certain area. The course concentrates on specific industry skills and attaining certificates to compliment the work students have completed with some theory components. Students may be eligible for up to four units at Unit 1 and 2 level.

**Please refer to the VET Handbook for further information.
**CHEMISTRY - UNIT 3 (CHE331)**

**UNIT DESCRIPTION:** In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations.

Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday’s laws to calculate quantities in electrolytic reactions.

Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier’s principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

**Area of Study 1: What are the options for energy production**

**Outcome 1:** Students should be able to compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources base on energy efficiency, renewability and environmental impact.

**Area of Study 2: How can the yield of a chemical product be optimised?**

**Outcome 2:** Students should be able to apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

**AREA OF STUDY 3: PRACTICAL INVESTIGATION**

In this area of study a student-designed or adapted practical investigation related to energy and/or food is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Unit 3 and/or Unit 4. The investigation requires the student to identify an aim, develop a question, formulate a hypothesis and plan a course of action to answer the question and that complies with safety and ethical requirements. The student then undertakes an experiment that involves the collection of primary qualitative and/or quantitative data, analyses and evaluates the data, identifies limitations of data and methods, links experimental results to science ideas, reaches a conclusion in response to the question and suggests further investigations which may be undertaken. Findings are communicated in a scientific poster format. A practical logbook must be maintained by the student for record, authentication and assessment purposes.

**Outcome 3:** On the completion of this unit the student should be able to design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

**SUBJECT LEVY**

The estimated Subject Levy per semester is $40.00

**TEXT & COST**

TBA (Approx $80)

**CHEMISTRY - UNIT 4 (CHE342)**

**UNIT DESCRIPTION:** In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

**Area of Study 1: How can the diversity of carbon compounds be explained and categorised?**

**Outcome 1:** Students should be able to compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.

**Area of Study 2: What is the chemistry of food?**

**Outcome 2:** Students should be able to distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.

**Area of Study 3 Practical investigation**

**Outcome 3:** - See Area of Study 3: PRACTICAL INVESTIGATION BELOW.

**CONTACT - KEN WILSON**
WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?

UNIT DESCRIPTION: Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

Unit 1 Physics consists of 3 Areas of Study, all of which are examinable at the end of the semester.

How can thermal effects be explained?
How do electric circuits work?
What is matter and how is it formed?

OUTCOMES:
On completion of this unit the student should be able to:
1. Apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.
2. Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.
3. Explore the nature of matter, and consider the origins of atoms, time and space. They examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus.

Area of Study 3: Practical investigation
Systematic experimentation is an important aspect of physics inquiry. In this area of study students design and conduct a practical investigation related to knowledge and skills developed in Area of Study 1 and/or Area of Study 2.

OUTCOME 3 - Unit 2:
On completion of this unit the student should be able to:
• Design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?

UNIT DESCRIPTION: In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options which enable students to pursue an area of interest by investigating a selected question.

Unit 2 Physics consists of 3 Areas of Study; Areas 1 and 2 are examinable at the end of the semester.

How can motion be described and explained?
Options (Students choose one of 12 Possible topics)
Practical investigation

OUTCOMES:
On completion of this unit the student should be able to:
1. Describe and explain movement of particles and bodies in terms of Aristotelian, Galilean and Newtonian theories.
2. 12 Options are available for the student to choose from - direction will be given form the teacher. The chosen option will have a specific Outcome which will be met. For further information, please see the Physics 2017 Study Design on the VCAA website.
3. Use concepts of energy transfer and transformations to design and report on an experimental investigation into an aspect of a renewable energy supply system.
PHYSICS - UNIT 3 (PHY331)

### How do fields explain motion and electricity?

**Unit Description:** In this unit, students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton’s laws to investigate motion in one and two dimensions, and are introduced to Einstein’s theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

**Area of Study 1: How do things move without contact?**  
**Outcome 1:** On completion of this unit the student should be able to analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.

**Area of Study 2: How are fields used to move electrical energy?**  
**Outcome 2:** On completion of this unit the student should be able to analyse and evaluate an electricity generation and distribution system.

**Area of Study 3: How fast can things go?**  
**Outcome 3:** Investigate motion and related energy transformations experimentally, analyse motion using Newton’s laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein’s theory of special relativity.

**Area of Study 3: Practical investigation**  
A student-design practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Units 3 and 4 and is undertaken by the student through practical work. The investigation requires the student to develop a question, formulate a hypothesis and plan a course of action to answer the question and that complies with safety and ethical guidelines. Students then undertake an experiment that involves the collection of primary quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question and suggest further investigations that may be undertaken. The student is expected to design and undertake an investigation involving two continuous independent variables. Results are communicated in a scientific poster format. A practical logbook must be maintained by the student for record, authentication and assessment purposes.

**Outcome 3:** Design and undertake a practical investigation related to waves, fields or motion, and present methodologies, findings and conclusions in a scientific poster.

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PHYSICS - UNIT 4 (PHY342)

### How can two contradictory models explain both light and matter?

**Unit Description:** In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

**Area of Study 1: How can waves explain the behaviour of light?**  
**Outcome 1:** Students should be able to apply wave concepts to analyse, interpret and explain the behaviour of light.

**Area of Study 2: How are light and matter similar?**  
**Outcome 2:** Students should be able to provide evidence for the nature of light and matter, and analyse the data from experiments that support this evidence.

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**Subject Levy**  
The estimated Subject Levy per semester is $40.00

**Text & Cost**  
TBA (Approx $80)

**Contact - Ken Wilson**
HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

UNIT DESCRIPTION: Human development involves changes in thoughts, feelings and behaviours. 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.

OUTCOMES:
Area of Study 1: How does the brain function?
On completion of this unit the student should be able to:
• Describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.

Area of Study 2: What influences psychological development?
On completion of this unit the student should be able to:
• Identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.

Area of Study 3: Student-directed research investigation.
A student-directed research investigation related to brain function and/or development is undertaken in this unit. The research investigation draws on content from Area of Study 1 and/or Area of Study 2.
On completion of this unit the student should be able to:
• Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

ASSESSMENT:
Suitable tasks for assessment for these outcomes in Units 1 & 2 may be selected from the following:
For Outcomes 1 and 2:
• a report of a practical activity involving the collection of primary data
• a research investigation involving the collection of secondary data
• a logbook of practical activities
• analysis of data/results including generalisations/conclusions
• media analysis/response
• problem solving involving psychological concepts, skills and/or issues
• a test comprising multiple choice and/or short answer and/or extended response
• a reflective learning journal/blog related to selected activities or in response to an issue
For Outcome 3 in both Units 1 & 2:
• a report of an investigation that can be presented in various formats, for example digital presentation, oral presentation, scientific poster or written report.

HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

UNIT DESCRIPTION: A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. 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.

OUTCOMES:
Area of Study 1: What influences a person's perception of the world?
On completion of this unit the student should be able to:
• Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.

Area of Study 2: How are people influenced to behave in particular ways?
On completion of this unit the student should be able to:
• Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.

Area of Study 3: Student-directed practical investigation.
On completion of this unit the student should be able to:
Design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.
HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

UNIT DESCRIPTION: In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

OUTCOMES:
On completion of this unit the student should be able to:
1. Explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.
2. Apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person’s inability to remember information.

ASSESSMENT:
Area of Study 3: Practical investigation
The investigation requires the student to identify an aim, develop a question, formulate a research hypothesis including operationalised variables and plan a course of action to answer the question and that takes into account safety and ethical guidelines. Students then undertake an experiment that involves the collection of primary qualitative and/or quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question and suggest further investigations which may be undertaken. Results are communicated in a scientific poster format. A practical work folio must be maintained by the student for record, authentication and assessment purposes.

OUTCOME:
Design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

HOW IS WELLBEING DEVELOPED AND MAINTAINED?

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

OUTCOMES:
On completion of this unit the student should be able to:
1. Explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person’s functioning.
2. Explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.

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

OUTCOMES:
On completion of this unit the student should be able to:
1. Re-design a product using suitable materials with the intention of improving aspects of the product’s aesthetics, functionality or quality, including consideration of sustainability.
2. Use and evaluate materials, tools, equipment and processes to make a re-designed product or prototype and compare the finished product or prototype with the original design.

ASSESSMENT:
Demonstration of the achievement of Outcomes is based on the students’ performance in a selection of assessment tasks, which include:
- Design Folio
- Production work and records of production and modification
- Short written reports
- Multimedia presentations
- Mid-year and End-of-year examinations

OUTCOMES:
On completion of this unit the student should be able to:
1. Design and plan a product, a product range or a group product with component parts in response to a design brief based on a common theme, both individually and within a team.
2. Justify, manage and use appropriate production processes to safely make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group product against the design brief.

APPLYING THE PRODUCT DESIGN PROCESS
UNIT DESCRIPTION: In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human-centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

OUTCOMES:
On completion of this unit the student should be able to:
1. Explain the roles of the designer, client and/or end-user, the product design process and its initial stages, including investigating and defining a design problem, and explain how the design process leads to product design development.
2. Justify, manage and use appropriate production processes to safely make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group product against the design brief.
3. Present a folio that documents the Product design process used while working as a designer to meet the needs of a client and/or an end-user, and commence production of the designed product.

ASSESSMENT:
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Product Design and Technology students’ level of achievement will be determined by School-assessed Coursework, School-assessed Task and an End-of-year examination. Percentage contributions to the study score in Product Design and Technology are as follows:
- School-assessed Coursework (Units 3 and 4) 20 percent
- School-assessed Task (Units 3 and 4) 50 percent
- End-of-year examination: 30 percent

PRODUCT DEVELOPMENT & EVALUATION
UNIT DESCRIPTION: In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors.

OUTCOMES:
On completion of this unit the student should be able to:
1. Compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.
2. Safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently.
3. Evaluate the outcomes of the design, planning and production activities, explain the product’s design features to the client and/or an end-user and outline its care requirements.
### UNIT 1 (DTW111)

**PRODUCT RE-DESIGN AND SUSTAINABILITY**

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

**OUTCOMES:**
On completion of this unit the student should be able to:
1. Re-design a product using suitable materials with the intention of improving aspects of the product’s aesthetics, functionality or quality, including consideration of sustainability.
2. Use and evaluate materials, tools, equipment and processes to make a re-designed product or prototype and compare the finished product or prototype with the original design.

**ASSESSMENT:**
Demonstration of the achievement of Outcomes is based on the students’ performance in a selection of assessment tasks, which include:
- Design Folio
- Production work and records of production and modification
- Short written reports
- Multimedia presentations
- Mid-year and End-of-year examinations

### UNIT 2 (DTW222)

**COLLABORATIVE DESIGN**

**UNIT DESCRIPTION:** In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

**OUTCOMES:**
On completion of this unit the student should be able to:
1. Design and plan a product, a product range or a group product with component parts in response to a design brief based on a common theme, both individually and within a team.
2. Justify, manage and use appropriate production processes to safely make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group product against the design brief.

### UNIT 3 (DTW331)

**PRODUCT DESIGN & TECHNOLOGY : WOOD**

**APPLYING THE PRODUCT DESIGN PROCESS**

**UNIT DESCRIPTION:** In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human-centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

**OUTCOMES:**
On completion of this unit the student should be able to:
1. Explain the roles of the designer, client and/or end-user/s, the Product design process and its initial stages, including investigating and defining a design problem, and explain how the design process leads to product design development.
2. Explain and analyse influences on the design, development and manufacture of products within industrial settings.
3. Present a folio that documents the Product design process used while working as a designer to meet the needs of a client and/or an end-user, and commence production of the designed product.

**ASSESSMENT:**
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Product Design and Technology students’ level of achievement will be determined by School-assessed Coursework, School-assessed Task and an End-of-year examination.

Percentage contributions to the study score in Product Design and Technology are as follows:
- School-assessed Coursework (Units 3 and 4) 20 percent
- School-assessed Task (Units 3 and 4) 50 percent
- End-of-year examination: 30 percent

**SUBJECT LEVY**
The estimated Subject Levy for each Unit of WOOD is $70.00

**TEXT & COST**
- VCE Units 1-4 Workbook - Wood ISBN 9780170239707

**REQUISITES**
Students will need to purchase their materials for production work (timber & metal)

### UNIT 4 (DTW342)

**PRODUCT DEVELOPMENT & EVALUATION**

**UNIT DESCRIPTION:** In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors.

**OUTCOMES:**
On completion of this unit the student should be able to:
1. Compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.
2. Safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently.
3. Evaluate the outcomes of the design, planning and production activities, explain the product’s design features to the client and/or an end-user and outline its care requirements.
### INTRODUCTION TO MECHANICAL SYSTEMS

**UNIT DESCRIPTION:** This unit focuses on engineering fundamentals as the basis of understanding underlying principles and the building blocks that operate in simple to more complex mechanical devices.

While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the main focus is on the construction of a system. The construction process draws heavily upon design and innovation. Students apply their knowledge to design, construct, test, and evaluate operational systems. The focus of the system should be mechanical; however, it may include some electronic components. The constructed operational systems demonstrate selected theoretical principles studied in this unit.

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

### OUTCOMES:

On completion of this unit the student should be able to:

1. Describe and use basic engineering concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, design and plan a mechanical or an electro-mechanical system.
2. Make, test, and evaluate a mechanical or an electro-mechanical system using selected relevant aspects of the Systems Engineering Process.

Assessment tasks for this unit are selected from the following:

- documentation of the Systems Engineering Process using one or more of: multimedia presentation – folio – brochure – poster – report
- production work
- practical demonstrations
- oral presentation
- test

### INTRODUCTION TO ELECTROTECHNOLOGY SYSTEMS

**UNIT DESCRIPTION:** In this unit students study fundamental electrotechnology engineering principles. Through the application of their knowledge and the Systems Engineering Process, students produce operational systems that may also include mechanical components. In addition, students conduct research and produce technical reports.

While this unit contains fundamental physics and theoretical understanding of electrotechnology systems and how they work, student focus remains on the construction of electrotechnology systems. The construction process draws heavily upon design and innovation.

### OUTCOMES:

On completion of this unit the student should be able to:

1. Investigate, represent, describe and use basic electrotechnology and basic control engineering concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, design and plan an electrotechnology system.

Assessment tasks for this unit are selected from the following:

- documentation of the Systems Engineering Process using one or more of: multimedia presentation – folio – brochure – poster – report
- production work
- practical demonstrations
- test
- oral presentation.

### SUBJECT LEVY

The estimated Subject Levy per semester is $70.00

### TEXT & COST


### CONTACT - MAREE JONES OR ANTHONY FORREST
**FOOD STUDIES - UNIT 1 (FTY111)**

**FOOD ORIGINS**

**UNIT DESCRIPTION:** This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

**Outcome 2**

**Area of Study 2: Food in Australia**

**Outcome 2** - On completion of this unit the student should be able to describe patterns of change in Australia's food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

**SUBJECT LEVY**

The estimated Subject Levy per semester is $88.00

**TEXT & COST**

Glenis Heath, Heather McKenzie & Laurel Tully: *Food Solutions: Food Studies Units 1 & 2 (Student Book with 4 Access Codes)*

ISBN: 9780170378611  $74.95

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**FOOD STUDIES - UNIT 2 (FTY222)**

**FOOD MAKERS**

**UNIT DESCRIPTION:** In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

**Outcome 2**

**Area of Study 1: Food industries**

**Outcome 2** - On completion of this unit the student should be able to describe Australia’s major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.

**Area of Study 2: Food in the home**

**Outcome 2** - On completion of this unit the student should be able to compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.

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**FOOD STUDIES - UNIT 3 (FTY331)**

**FOOD IN DAILY LIFE**

**UNIT DESCRIPTION:** This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au) and develop their understanding of diverse nutrient requirements. Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

**Outcome 2**

**Area of Study 1: The science of food**

**Outcome 2** - On completion of this unit the student should be able to explain the processes of eating and digesting food and absorption of macronutrients, explain causes and effects of food allergies, food intolerances and food contamination, analyse food selection models, and apply principles of nutrition and food science in the creation of food products.

**Area of Study 2: Food choice, health and wellbeing**

**Outcome 2** - On completion of this unit the student should be able to explain and analyse factors affecting food access and choice, analyse the influences that shape an individual's food values, beliefs and behaviours, and apply practical skills to create a range of healthy meals for children and families.

**Percentage contributions to the study score in VCE Food Studies are as follows:**

- Unit 3 30 per cent
- Unit 4 30 per cent
- End-of-year examination: 40 per cent

**SUBJECT LEVY**

The estimated Subject Levy per semester is $88.00

**TEXT & COST**

Glenis Heath, Heather McKenzie & Laurel Tully: *Food Solutions: Food Studies Units 3 & 4 (Student Book with 4 Access Codes)*

ISBN: 9780170378482  $74.95

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**FOOD STUDIES - UNIT 4 (FTY342)**

**FOOD ISSUES, CHALLENGES AND FUTURES**

**UNIT DESCRIPTION:** In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

**Outcome 1**

**Area of Study 1 Environment and ethics**

**Outcome 1** - On completion of this unit the student should be able to explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals.

**Area of Study 2 Navigating food information**

**Outcome 2** - On completion of this unit the student should be able to explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend,fad or diet and create food products that meet the Australian Dietary Guidelines.

**CONTACT - KIM KELLY**
INFORMATION TECHNOLOGY

INFORMATION TECHNOLOGY – UNIT 1 (ITC111)

UNIT DESCRIPTION: In this unit students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. Students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. Students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. Students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

OUTCOMES:
On completion of this unit the student should be able to:

1. Acquire, secure and interpret data, and design and develop a graphic solution that communicates the findings of an investigation.
2. Design a network with wireless capability that meets an identified need or opportunity, explain its configuration and predict risks and benefits for intended users.
3. Design and develop a website collaboratively with others that presents an analysis of a contemporary issue and the team’s point of view on the issue.

ASSESSMENT:
- Data Visualisation Assignment.
- Network Assignment.
- Group Website Project.

INFORMATION TECHNOLOGY – UNIT 2 (ITC222)

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

OUTCOMES:
On completion of this unit the student should be able to:

1. Design working modules in response to solution requirements, and use a programming language to develop the modules.
2. Apply the problem-solving methodology and use software tools to extract data and create a data visualisation that meets a specified user’s needs.
3. Apply the problem-solving methodology to create a solution using database management software, and explain the personal benefits and risks of interacting with a database.

ASSESSMENT:
- Programming Project.
- Database Assessment.
- Spreadsheets.

INFORMATION TECHNOLOGY – UNIT 3 (ITC331)

UNIT DESCRIPTION: In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. Students investigate the way organisations acquire data using interactive online solutions and consider how users interact with these solutions. They examine how databases store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of a database to create a solution. Students develop an understanding of the power and risks of using complex data as a basis for decision making. Students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets to help analyse and interpret it so that students can form a conclusion.

OUTCOMES:
On completion of this unit the student should be able to:

1. Design a solution, develop it using a database and represent how users interact with the solution.
2. Use appropriate techniques and processes to acquire, prepare, manipulate and interpret complex data to confirm or refute a hypothesis, and formulate a project plan to manage progress.

ASSESSMENT:
- A database solution and information product in response to a design brief.
- Data collection project.

INFORMATION TECHNOLOGY – UNIT 4 (ITC342)

UNIT DESCRIPTION: In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. Students draw on the analysis and conclusion of their hypothesis determined in Unit 3 and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project. Students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

OUTCOMES:
On completion of this unit the student should be able to:

1. Design, develop and evaluate a multimodal online solution that confirms or refutes a hypothesis, and assess the effectiveness of the project plan in managing progress.
2. Compare and contrast the effectiveness of information management strategies used by two organisations to manage the storage and disposal of data and information, and recommend improvements to their current practices.

ASSESSMENT:
- Multimodal solution to project from Unit 3.
- A written report.

CONTACT - STACEY LAWN
SOFTWARE DEVELOPMENT

UNIT DESCRIPTION: In Software development Units 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules. Details of these approaches to problem solving are on pages 14–16. In Area of Study 1 students respond to given software designs and develop a set of working modules through the use of a programming language. Students examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills.

OUTCOMES:
On completion of this unit the student should be able to:
1. Interpret designs and apply a range of functions and techniques using a programming language to develop working modules.
2. Analyze and document a need or opportunity, generate alternative design ideas, represent the preferred solution design and formulate a project plan for creating the solution.

ASSESSMENT:
- A software module in response to a design specification.
- Analyse a requirement and plan a solution.

SOFTWARE DEVELOPMENT

UNIT DESCRIPTION: In this unit students focus on how the information needs of individuals and organizations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3. In Area of Study 1 students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. They also assess the effectiveness of the project plan in monitoring project progress. In Area of Study 2 students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

OUTCOMES:
On completion of this unit the student should be able to:
1. Apply stages of the problem-solving methodology to create a solution using a programming language that fulfils identified requirements and assess the effectiveness of the project plan in monitoring progress.
2. Analyze and explain the dependencies between two information systems and evaluate the controls in place in one information system to protect the integrity of its source data.

ASSESSMENT:
- A software module in response to a design specification.
- A written report comparing information systems.

SUBJECT LEVY
The estimated Subject Levy per semester is $24.00

CONTACT - STACEY LAWN
## VET TECHNOLOGY

### VET TECHNOLOGY SUBJECTS ON OFFER:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Code</th>
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<tbody>
<tr>
<td>VET AUTOMOTIVE – CERTIFICATE II IN AUTOMOTIVE STUDIES (PRE-VOCATIONAL)</td>
<td>22015VIC</td>
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<tr>
<td>VET AUTOMOTIVE – CERTIFICATE II IN AUTOMOTIVE STUDIES (PAINT AND PANEL)</td>
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<tr>
<td>VET BEAUTY – CERTIFICATE III IN BEAUTY SERVICES (SIB30115)</td>
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<td>VET BUILDING AND CONSTRUCTION – CERTIFICATE II IN BUILDING AND CONSTRUCTION (PRE-APPRENTICESHIP)</td>
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<td>VET ENGINEERING – CERTIFICATE II IN ENGINEERING (PRE-APPRENTICESHIP)</td>
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<td>VET HAIRDRESSING – CERTIFICATE II IN SALON ASSISTANT (SHB20216)</td>
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<td>VET HAIRDRESSING – CERTIFICATE III IN HAIRDRESSING (SHB30416)</td>
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<td>VET HOSPITALITY – CERTIFICATE II IN KITCHEN OPERATIONS (SIT20416)</td>
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<td>VET HOSPITALITY – CERTIFICATE II IN HOSPITALITY (SIT20316)</td>
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<td>VET INFORMATION TECHNOLOGY – CERTIFICATE II IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY (ICA20111)</td>
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<td>VET INTEGRATED TECHNOLOGY – CERTIFICATE II IN INTEGRATED TECHNOLOGY (22071VIC)</td>
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<td>VET MOTORSPORT – CERTIFICATE II IN MOTORSPORT TECHNOLOGY (AUR21012)</td>
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<td>VET PLUMBING – CERTIFICATE II IN PLUMBING (PRE-APPRENTICESHIP) (22138VIC)</td>
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**UNIT DESCRIPTION:** Students can achieve competency based modules at their own pace, or until they are deemed competent in a certain area. The course concentrates on specific industry skills and attaining certificates to compliment the work students have completed with some theory components. Students who receive a Unit 3 and 4 sequence or a scored assessment may be eligible for contribution towards their ATAR. Eligibility will only be determined following a scheduled meeting with the VET Co-ordinator.

**Please refer to the VET Handbook for further information.**
VCAL
VICTORIAN CERTIFICATE OF APPLIED LEARNING

WHAT IS THE VCAL?
The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for students in Years 10, 11 and 12. The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. VCAL sits alongside the VCE as a recognized Year 12 certificate. The VCAL's flexibility enables you to design a study program that suits your interests and learning needs.

Fully accredited modules and units are selected for the following four compulsory strands:
- Literacy and Numeracy Skills
- Work Related Skills
- Industry Specific Skills
- Personal Development Skills

If you successfully complete a VCAL level, like your peers who complete the VCE, you will receive a certificate and a statement of results that detail the areas of study completed. You could achieve a certificate in VCAL at the end of Year 10 another at a higher level at the end of Year 11, and another at the other end of Year 12.

WHY WOULD I CHOOSE TO DO THE VCAL INSTEAD OF THE VCE?
Consider the following questions:
1. What are your Career Goals/aspirations?
2. Have you researched the pathway options?
3. Does your future plan include the need for an ATAR from completing a VCE certificate?
4. What VET Study are you interested in?
5. What kind of learner are you?
6. Do you play sport, belong to a club or have a job?
7. Are you currently employed in a casual job?
8. Are you currently completing an on the job Training qualification like Certificate II in Retail Operations?
9. What advice have you been given by the Careers Counsellor?
10. Is school interesting and fun for you?
11. Have you already completed some TAFE studies through the TAFE Taster program?
12. Would you like to improve your personal employability skills?

This certificate is recommended for those students who:
- do not wish to continue study at a tertiary institution at the completion of Year 12
- wish to gain an apprenticeship or traineeship during year 11, 12 or at the completion of studies
- wish to commence an apprenticeship or traineeship now through the School Based Apprenticeships & Traineeships program (SBAT)
- wish to explore the possibilities for their future as they remain considerably undecided about the future
- find that they struggle with the teaching and learning in traditional ways and feel they learn better through hands on applications.

WHAT ARE THE VCAL LEVELS?
The VCAL has three levels - Foundation, Intermediate and Senior. You would complete your VCAL at the level that matches your needs and abilities. Generally at St Joseph's College Year 10 students commence VCAL at the Foundation Level, Year 11 Students commence VCAL at the Intermediate Level while Year 12 Students commence the senior level. However this may not always be the case depending on your needs.

At the foundation level, assessment and content will:
- provide high levels of teacher support and assistance (e.g. step by step approaches)
- link to familiar and everyday contexts (for the student) that lead to transferable knowledge and skills development

At the intermediate level, assessment and content will:
- provide some teacher support and assistance but students will be expected to demonstrate independent learning and study skills (e.g. tasks will provide project guidelines that are not step by step)
- link existing skills and experience (of students) to unfamiliar and challenging contexts

At the senior level, assessment and content will:
- provide opportunities to work as independent learners with teacher support and assistance available on request
- (e.g. by allowing students to conceptualise and plan task outcomes with a fair degree of autonomy)
- link to complex tasks that require integration and application of a range of knowledge and skills (specialised technical skills, literacy skills and communications skills) to problem solving and abstract contexts
VCAL (FAQ’S)

CAN I SWAP TO THE VCE IF I CHANGE MY MIND?
Yes. If you change your mind and wish to swap to the VCE, or wish to complete your VCE after finishing VCAL, any VCE units that you have gained will count towards the VCE. Some VET subjects also gain dual recognition for VCE and can be counted.

CAN I GO INTO HIGHER EDUCATION WHEN I HAVE COMPLETED VCAL?
At TAFE students may continue studies of VET or allied studies that give recognition for modules that have been studied. Most University entrance requires an ATAR score for direct entry, but after completing TAFE certificates or Diplomas at TAFE you may gain entry to university.

HOW DO I ENROL?
Students who wish to undertake the VCAL certificate will need to undertake an enrolment meeting so that individual programs can be organised to meet the needs of the individual student. This meeting will include the Student, Parents, VET Coordinator and VCAL Coordinator and may also include the students’ Homeroom teachers and/or the House Leader.

WHEN CAN I START THIS CERTIFICATE?
Students can commence a study in VCAL at the beginning of either Year 10, Year 11 or Year 12. However we do recommend that commencement in Year 11 will better prepare students for the VCAL program in Year 12. However, if you start your VCAL and then decide the VCE is the right option for you after all, it won’t be too late to change your mind.

WHAT DO YOU GET AFTER SUCCESSFULLY COMPLETING THE VCAL?
If you successfully complete your learning program you will receive a VCAL Certificate for either Foundation, Intermediate or Senior level, depending on the VCAL level you complete. You will also get a Statement of Results, listing all VET and VCAL units and a Statement of Attainment for VET or Further Education courses. These will list all units and modules you have successfully completed as part of your VCAL program.

NOTE: It is possible that both VCAL Intermediate and VCAL Senior students will share class time. Senior Level students will be required to complete tasks in a much more independent manner.

WHAT IS APPLIED LEARNING?
Students doing VCAL will be undertaking studies with an ‘applied learning’ approach. This is essentially a program of learning by doing things. Students need to very quickly develop skills in personal organisation and independent learning.
A VCAL program will mean you will be absent from school for two days per week. Additionally as you progress through levels from Foundation to Intermediate to Senior there is less teacher direction and input as you develop and design activities for learning which the teacher monitors.

WHERE CAN I FIND OUT MORE INFORMATION?
- You can go to the VCAA website and click on VCAL Information for Students and Parents:
- For more specific details on the units studied in VCAL you can see Mr Eddie at any time by making an appointment.

SELECTION CRITERIA FOR STUDENTS ENTERING A VCAL PATHWAY
Students selecting the VCAL pathway will be required to attend an interview with their parents to ensure they are selecting the VCAL pathway for the right reasons and understand the implications of completing subjects which will have them completing some learning outside of school program through work Placements and/or VET subject choices.

THE PROCESS TO BE FOLLOWED:
All students considering a VCAL Pathway MUST undertake a meeting with the VCAL Co-ordinator, VET Co-ordinator, Parents and also possibly the Homeroom teacher to discuss the individual program which best suits their needs.
- All Year 10 students are interviewed by the Careers Counsellor.
- In these interviews the VCAL option will be raised as a possibility for students likely to benefit from the program.
- Students recommended VCAL as a pathway option should then discuss this with teachers, the VCAL coordinator, Homeroom teacher and parents.
- Students submit subject selection forms indicating their choice of a VCAL program.
- Students will then be further interviewed at an Enrolment meeting with their parents to determine an appropriate program of subject choices.

HOW THE PROGRAM LOOKS AT ST JOSEPH’S COLLEGE:
The VCAL Program runs with classes on Monday, Tuesday and Thursday. Wednesday and Friday, students complete their VET requirements at SuniTAFE, one of the Trade Training Centres or another provider on one of these days; the other day being a Work Placement day. Students can also opt to do two VET courses. No VCAL classes are scheduled at the College on Wednesday or Friday, so students do not miss any classes on the days they are out.
Please refer to the subject selection grid in the Introduction to this booklet. The level of VCAL you enroll into will be determined in your VCAL interview and reviewed during your year of VCAL study.

STRAND 1 - LITERACY AND NUMERACY SKILLS
Your VCAL learning program must include literacy and numeracy subjects. You will be expected to select from the choices of VCE English units or VCAL Literacy and any of the VCE Mathematics or VCAL Numeracy studies suited to you. Please refer to the relevant sections of this booklet.

STRAND 2 - INDUSTRY SPECIFIC SKILLS
Your VCAL learning program must include industry specific units from Vocational Education and Training (VET) programs or VCE VET. Please refer to the VET section of the handbook for more details. In the past students have undertaken VET studies in a number of areas including Office Administration, Hospitality, Engineering, Hair and Beauty and Allied Health. Some of these are done at school while others are done at other venues. There is a large range of VET programs available and the Careers Counsellor and VET studies Coordinator is the primary consultant for selecting the best option. Parents should be aware that there is additional tuition costs involved in VET programs which will also be discussed at the enrolment meeting.

STRAND 3 - WORK RELATED SKILLS
You can also nominate to complete a VCAL work related skills subject as a unit of study in order to further develop ‘employability’ skills. VCAL gives you the opportunity to gain credit for your personal employment commitments in a part-time apprenticeship/traineeship, part-time work, or regular volunteer work. It is expected that a student enrolled in VCAL will study Industry and Enterprise to meet the requirements in the Strand.

VCAL WORK RELATED SKILLS UNITS
The Work Related Skills Units are designed to:
- integrate learning about work skills with prior knowledge and experiences
- enhance the development of Key Competencies and employability skills through work related contexts
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work related organisational skills
- develop occupational health and safety awareness
- develop and apply transferable skills for work related contexts

The WRS units at each level reflect the progression in skills, knowledge and attitude development of work related skills. For example:
- at Foundation level, a ‘basic work related activity’ means a single or basic grouping of activities at Certificate I level conducted under close supervision with access to high levels of direction
- at Intermediate level, a ‘work related goal’ means work undertaken at Certificate II level conducted under supervision and reasonably autonomous in regard to planning and work activities
- at Senior level, ‘work environment’ means work undertaken at Certificate II/III level, conducted under supervision and autonomous in regard to planning and work activities. At this level decisions made should take into consideration the environment in which the work is being conducted.

Currently all students completing a CVAL Certificate study a Certificate II in Small Business (Operations & Innovation) which covers the requirements of the Work Related Skills unit. More detail regarding this can be obtained from the VCAL Co-ordinator, Mr David Eddie.

STRAND 4 - PERSONAL DEVELOPMENT SKILLS
As part of your VCAL learning program you must participate in community-based projects, voluntary work and/or structured activities that will help develop your self-confidence, teamwork skills and other skills important for life and work. Community Service is a central aspect of the Mercy School Ethos and the College Religious Education program.

As a result of our vision and mission all VCAL students are enrolled in VCAL Personal Development Skills and are expected to attend all extra curricular activities. These will include:
- Orientation activities
- Community Service Camp or activity
- Local excursions
- Australian Business Week
- Driver Education
- First Aid updates
- Activities developed by students for students within the VCAL learning program.
- Student organised end of year event
- Melbourne excursion

In addition to the normal subject fees levied all VCAL students will be charged for specific programs like those above.

VCAL PERSONAL DEVELOPMENT UNITS
VCAL Personal Development Skills units have been developed to recognise learning not recognised within other qualifications that leads to development of:
- individual and group responsibility
- self-confidence and resilience
- values of integrity, enterprise and excellence
- empowerment for active citizenship
AIMS
Curriculum studied in this strand is based on youth development principles and focus on themes that aim to develop:
- environmental awareness
- commitment to, and achievement of, personal goals
- civil and civic responsibility
- improved health and fitness

Youth development principles include:
- valuing and engaging the contribution of young people
- building competence and resilience in individuals including minimising risk factors and enhancing the promotion of protective behaviours for young people
- civil and civic participation and the promotion of active citizenship

Students study project planning, team work, communication skills and problem solving skills in the context of projects and activities. These include activities which are teacher lead as well as activities designed and conducted by the student. Students will be required to participate in the following activities:
- Melbourne excursion (including the “Amazing Race”)
- Community service activities
- Local Excursions prepared by students
- Australian Business Week

| SUBJECT LEVY | The estimated Subject Levy per semester is $80.00
|             | Special programs – approx. $500 p.a. depending on availability and types of courses undertaken.
|             | Some programs are funded so costs vary according to the programs undertaken and number of students enrolled. |

| TEXT & COST | Personal Development Skills workbook (TBA) |
| EXCURSION & COST | VCAL Trip to Melbourne (approximately $500.00) |
Year 11 and 12 students enrol in a complete VCAL program. This involves the students attending school on Monday, Tuesday and Thursday. Wednesday and Friday are set aside for the students to attend work on completing the VET Certificate they must enrol in (TAFE, MADEC or other RTO) and to complete a Work Placement. Year 10 students would begin their VCAL program by enrolling in the VO Applied Learning Program. New students to VCAL need to arrange a meeting with Mr Eddie and Mrs Lewis to discuss their VCAL enrolment.

The choices offered at St Joseph’s College do provide the flexibility for moving from a choice of VCAL certificate in Year 11 to VCE certificate for Year 12 (or vice versa).

As part of the Work Related Skills Strand, students will undertake a Certificate II in Small Business (operations and Innovation) which will be completed over 2 years.

### Curriculum Options For VCAL Eligibility

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<tr>
<th>STRAND / LEVEL</th>
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<th>INTERMEDIATE</th>
<th>SENIOR</th>
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<td>• VET Certificate</td>
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<td>• Any selected FE Certificates/Modules</td>
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<td>• VCE Units 1 and/or 2, such as</td>
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<td>- Outdoor &amp; Environmental Ed</td>
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<td>- Industry and Enterprise Studies</td>
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<td>- any Technology Studies</td>
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<td><strong>Personal Development Skills</strong></td>
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<td>Required: • VCAL Personal Development Skills Intermediate / Senior Unit</td>
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<td>• VCE Units</td>
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<td>• VCE Units</td>
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<td>- The Arts</td>
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<td>- Physics/Chemistry/Biology</td>
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<td>- Technology Studies</td>
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<td>- Accounting</td>
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Optional: If VCAL students have private employment either as a casual, trainee or an SBAT they can gain credit for VCAL WRS units at an appropriate level provided they complete a portfolio of evidence that meets the outcomes in the workplace. The minimum hours required is 100 hours of work for each unit.
VET

VOCATIONAL EDUCATION & TRAINING

SUBJECT SELECTIONS 2017
A wide range of Vocational Education and Training (VET) programs are available to students undertaking either the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) at St Joseph’s College. In addition to their VCAL or VCE certificate, students undertaking any VET course also gain a nationally recognised “Statement of Attainment”, which details the competencies they have demonstrated in their chosen VET subject(s).

BENEFITS OF VOCATIONAL EDUCATION AND TRAINING
St Joseph’s VET programs are focused towards employment and provide additional pathways to University, TAFE, training and employment. Successful completion may provide the students with improved educational and employment opportunities because:
- VET Qualifications are nationally recognized
- Employers know that studies have included TAFE or workplace learning
- VCE students are able to use their VET subject in the calculation of their Australian Tertiary Admission Rank (ATAR) and keep Tertiary options open

Structured Work Placement is also an important component of all VET programs. It provides the context for:
- Enhancement of skills development
- Practical application of industry knowledge
- Assessment of units of competence
- Increased employment marketability

Work placement may be taken as one day a week during term time, during the school holidays or occasionally as block training during term-time, depending on the program in which the student is enrolled. During this work placement, students will have the opportunity to develop competence and may be assessed in the workplace.

WHICH COURSE SHOULD I CHOOSE?
Students’ interests, anticipated career pathways and preferred learning styles will determine which Year 12 certificate pathway will be most appropriate, but it is possible to include VET subjects with either certificate and combine school based studies with vocational training and experience in the workplace. For example, in 2016, students participated in VET courses in Business Administration, Building and Construction, Hospitality, Horticulture, Equine Industry, Hairdressing, Beauty, Allied Health, Engineering, Plumbing, Children’s Services, Integrated Technology, Information Technology, Ages Care, plus others.

Students should base VET subject selections on the following:
- Aspirations and plans for further study/work
- Overall workload, across all subject areas
- Readiness to undertake industry training
- Motivation and willingness to take responsibility

To benefit from industry expertise and facilities, many courses involve registration with external training organizations.

VCAL OPPORTUNITIES
Personalised VCAL learning programs can include industry specific units from a wide range of Vocational Education and Training (VET) programs, selected to meet the interests and career aspirations of individual students.

VCE OPPORTUNITIES
VCE students are able to select a range of subjects from industry areas approved by the VCAA. Experience has shown that there is real potential for practical training experience to complement school based studies and to increase awareness of the application and relevance of their learning.

N.B. Students may undertake more than one VET in the VCE program, but only two will be counted in the Primary Four and a third can be counted as an increment in the calculation of the student’s ATAR score.

2017 PROGRAMS
For information regarding available VET Programs at St Joseph’s College, Mildura in 2017 - Please refer to the VOCATIONAL EDUCATION & TRAINING (VET) 2017, A GUIDE TO SUBJECTS & PROGRAMS booklet on the College website.

Due to the wide range of options available, enrolment in VET courses is usually by negotiation. In particular, students will need to consider the potential impact on timetabled classes when making their final subject selections.

**Please note: All students interested in participating in a VET course will need to discuss their choices with the VET Coordinator, before their application can be accepted.