Point Cook Senior Secondary College

Year 11 & Year 12 Course Selection Handbook
In welcoming you to study in VCE or VCAL programs at Point Cook Senior, I would like to take this opportunity to wish you every success and happiness over your time with us.

At our school we believe very strongly that every student deserves every opportunity for success, and that there are many valuable and important pathways through life. To ensure that our students have access to whatever direction they value, we offer a broad range of programs in all areas of study. Whether your future aim is for a trade, university study, work or further training you will find pathways to those destinations in what we offer at Point Cook Senior.

Selecting a program in Senior Years can be complex, as there are so many choices and options that it is easy for students and families to get lost in the process. To help you through this time, our college offers an extensive and individualised course counselling process which will allow every family extended personal contact with an advisory teacher and access to expert careers counselling.

Selecting a pathway for senior study is an exciting and rewarding time for students, families and teachers, and we look forward to working with you as you plan this next stage of learning and development.

We look forward to having you with us in 2017.

Cheers,

Darryn Kruse
Principal
• **1 & 2 Units** - Units within a VCE study designed to approximate the Year 11 level of difficulty.

• **3 & 4 Units** - Units within a VCE study designed to approximate the Year 12 level of difficulty.

• **ATAR** - Australian tertiary admission ranking is calculated from a student’s GA/SAT results from all of their studies. It is the primary means of deciding which tertiary courses a student will be offered. Unlike the study score, the ATAR is a means of comparing students across studies, rather than within them.

• **AUTHENTICATION** - This is the procedure observed by both teachers and students in order to attest that work undertaken is genuinely that of the student. VCAA has produced detailed guidelines outlining how this is to be achieved and includes the teacher sighting drafts of students work at various stages and students attending all classes.

• **CREDIT TRANSFER ARRANGEMENTS** - The gaining of credit from some studies in the VCE/VCAL towards TAFE courses. Credit will be granted to those students who have undertaken an appropriate program that incorporates studies and work requirements directly related to a particular TAFE or University course.

• **CONSIDERATION OF DISADVANTAGE** - Where illness or other factors affect performance, students may seek special consideration. The Victorian Curriculum and Assessment Authority publishes guidelines in relation to Consideration of Disadvantage. Consult with the Program Leader or your Year level leader if you feel your situation warrants consideration of disadvantage.

• **GAT** - The General Achievement Test is a test undertaken by any student enrolled in a Unit 3 and 4 Study. The test, usually conducted in the June exam period, is made up of a writing task and a set of multiple choice questions on general knowledge. While the GAT doesn’t form part of the graduation requirements of the VCE, it is a mechanism employed by the VCAA to ensure that schools are marking School Assessed Tasks to the same standard. If a student’s GA/SAT results disagree with GAT results by a large margin, then the VCAA will review the school’s assessment of tasks in that study and the student’s grades may be altered.

• **OUTCOMES** - Teachers will set tasks that measure whether a student has satisfied a particular outcome in a subject. All students must meet each outcome in every subject if they are to gain a pass in that study.

• **PATHWAYS** - Different vocational directions and options that VCE/VCAL students may take as they move through the broad area of education and training.

• **PREREQUISITES** - Are units that must be passed and included in a student’s ATAR for entry into certain TAFE and Tertiary courses.

• **SBATs** - School Based Apprenticeships or Traineeships. The scheme allows students to undertake a secondary school certificate while being in paid part time employment and completing a nationally recognised Vocational Education and Training (VET) qualification.

• **SCHOOL ASSESSED COURSE WORK** - (SACs) - A set of assessment tasks that assess students’ achievement of VCE Units 3 and 4 outcomes.

• **SEMESTER** - Equivalent to half a school year, or two terms.

• **SCHOOL ASSESSED TASKS** - (SATs) - Assessment Tasks undertaken by students at school and which are set by VCAA and graded by teachers. The marks obtained count towards a student’s overall study score.

• **SEQUENCE OF UNITS** - Most studies are designed as a sequence of four units to be taken each semester over the two years. Units 1 & 2 are normally attempted in Year 11 and can be undertaken as single units. Units 3 & 4 of a particular study are normally attempted in Year 12 and must be taken as a sequence.

• **STUDY** - A sequence of half year units in a particular curriculum area, for example English, Mathematics, Economics.

• **STUDY DESIGN** - The study design describes the units available within the study and prescribes the objectives, topics, work requirements and assessment tasks. Full description of study designs can be found on the VCAA website.

• **STUDY SCORE** - The study score is the numeric score out of 50 that a student receives for each of their Unit 3 & 4 studies (subjects) in the VCE. The GA/SAT grades received for each study as well as exam results determine the study score.

• **TAFE** - Technical and Further Education.

• **TERTIARY INSTITUTIONS** - Generally Universities.

• **UNIT** - A semester length component of a study (subject) representing approximately 100 hours of work, of which about 50-60 hours is class time.

• **VCAA** - The Victorian Curriculum and Assessment Authority - responsible for curriculum, assessment certification and administration of the VCE and VCAL at Years 11 and 12 in Victoria.

• **Victorian Curriculum** - Victorian Curriculum F-10 Learning areas; English, Mathematics, Science and History.

• **VCE** - Victorian Certificate of Education.

• **VCAL** - Victorian Certificate of Applied Learning.

• **VTAC** - Victorian Tertiary Admissions Centre.

• **VQA** - The Victorian Qualifications Authority.
**Attendance**
Students are required to attend all scheduled classes in order to maximize the teaching/learning process and to satisfy the Outcomes. It is necessary that most work is completed during class time to allow for authentication to occur.

The Victorian Curriculum and Assessment Authority has published strict guidelines regarding student attendance and provides schools with the option of failing a student in one or more Units if absences are unapproved.

The following conditions relating to student absences are essential to note:
- Students whose attendance falls below 8 sessions/subject/semester in any subject will be deemed to have failed that subject. Absences explained with medical certificates will not be included in the calculation. Consequently, it is strongly recommended that a medical certificate be provided for all absences no later than two days after their return to the College.
- Students who are absent from classes must produce a parental note or preferably a medical certificate to be presented to the Attendance Officer no later than two days after their return.
- Any absence on the day a major piece of work (e.g. GA/SAC/SAT) is due must be covered by a medical certificate or the work will not be accepted. A note from parents will not suffice.
- It is the College’s prerogative to determine the legitimacy of any explanation. Absence not supported by the appropriate documentation will be treated as an ‘unapproved absence’. Family holidays are generally not regarded as approved absences. Requests for exemption should be made well in advance and will only be granted in extreme circumstances. Appointments made in school hours, which could have been scheduled after hours, will not be approved. Staying home to complete work will be considered an ‘unapproved absence’. Absence from class while at school without the permission of the subject Teacher will be considered as an ‘unapproved absence’.
- Students may be required to make up any time lost as a result of ‘unapproved absences’ and may also face school suspension.
- Any student receiving an N grade because of a breach of the attendance policy will have an opportunity to appeal the decision. The student’s intention to appeal must be received within five days of the student receiving the notification of the N result. (See the Program Leader)

**Lateness**
Students are expected to be punctual, and will be marked with an ‘Unapproved Absence’ if late to class.

**Extensions**
Extensions of time for the submission of key tasks is ONLY POSSIBLE UNDER ‘Special Provision’ guidelines. For an extension to be granted, a student will have generally encountered significant hardship due to ill health or personal circumstances. All applications for ‘Special Provision’ are to be made to the Year Level Leader.

**Lost Or Damaged Work**
It is the student’s responsibility to take precautions to ensure that they keep copies of all significant work. Students must ensure that they store their work, including rough drafts and notes, hard copies and electronic copies (e.g. computer files) in a secure place. Students are encouraged to utilise the computer facilities at the College and to back-up their work on suitable media.

**Unsupervised Excursions**
Occasionally, senior students need to complete assignments outside of normal school hours. This may necessitate visits to sites to complete work or interview people at their workplace. When such activities are completed during school hours without the accompaniment of a teacher, the student may be permitted to attend but must follow the procedures for an Unsupervised Excursion. Students will need to obtain the relevant form from their Year Level Leader well in advance. This form requires the permission of the Advisory Teacher, affected teachers, the Assistant Principal and parents.

**Study Score and the ATAR**
The grades and study scores of students who have received special provision are reported on their statement of results in the same way as the grades and study scores of other students. VCAA will report each students final study score to the Victorian Tertiary Admissions Centre (VTAC) for the calculation of the ATAR. VTAC will calculate a single ATAR for each student.

**Special Provision**
The policy of special provision allows Point Cook Senior to make alternative arrangements for students’ school based assessments where they suffer significant disadvantage. This may include arrangements to allow students to demonstrate their ability to meet the set outcomes and achieve a score for set tasks.

This policy also makes provision for students suffering significant hardships during examination periods. Any special provisions granted to a student will be incorporated into the calculation of the student’s final grades and study score. Applications to VCAA are made via the Program Leader. All students receive a single study score for each study, regardless of whether or not they are given special provision for their assessments.

**What Special Provision are available for students?**
Students who are affected by illness (physical or psychological), by a disability or impairment (including learning disabilities) or by factors relating to their personal circumstances are eligible to apply for one or more of the following special provisions.

- Special provisions and arrangements for the students learning program. Point Cook Senior is responsible for determining whether students are eligible for special provisions in their learning program and what these provisions should be.

- Special provisions and arrangements for School-assessed Coursework (SACs) and School-assessed Tasks (SATs).

Our College may approve alternative arrangements to enable students to complete their SACs and SATs. Students must apply to the Assistant Principal for these provisions using the application form available from the Advisory Teacher. Supporting medical and/or other specialist evidence will be required.

PLEASE NOTE: It is vital that students inform a member of the Advisory Teacher if they believe they are suffering significant hardship that is affecting their studies.
• Special arrangements for VCE examinations
The College may apply to the VCAA for special arrangements for students who, because of illness or disability, are unable to complete their VCE examinations in the same way or under the same conditions as other students.
Applications for Special Examination Arrangements must be accompanied by recent supporting medical or other specialist documentation.
The VCAA will not approve special examination arrangements for students who have a long-term impairment if they have not been given similar arrangements by their school during the year. It is important that professional evidence is supplied that support these arrangements to the College.

• The use of a Derived Examination Score
This provision is for students who are prevented from attending an examination or whose performance on an examination is adversely affected as a result of illness, accident or a personal traumatic event occurring immediately before or during the examination period.
Students must apply for a Derived Examination Score from the Program Leader who will consider their application and make a recommendation to the VCAA.
Students must complete the VCAA application form for a Derived Examination Score and provide independent professional evidence to support the application.
The VCAA will consider each student’s application and may approve or refuse the application.
Students granted special provision must meet the requirements for Satisfactory Completion of the VCE, and must be assessed against the same standards as all other students.
The policy does not allow alternative courses of study with standards of achievement that are different from those specified in VCE, VET or VCAL study designs.

Access to Computer Facilities
The College has numerous computer areas throughout. Senior students are encouraged to make use of these facilities providing they do not interfere with other classes and they must first seek permission from the relevant staff member.

Satisfactory Completion of the VCE
In order to successfully complete the VCE, a student must pass 16 Units including:
• At least three Units of English
• At least 3 sequences of Unit 3 & 4 studies other than English.

In order to satisfactorily complete a unit, students must satisfactorily complete ALL the OUTCOMES for the unit in accordance with the guidelines set out in the study design. Failure to complete these outcomes will result in the student receiving an ‘N’ grade for that Unit.

Authentication
It is recognised that in producing work for assessment purposes, students will frequently draw on various forms of assistance. The basic objective of authentication is to ensure that students submit for assessment only work that is their own and that they acknowledge all assistance received.

Rules and Procedures for Students
• Students must ensure that all unacknowledged work submitted for assessment is genuinely their own work.

• Students must acknowledge all resources used. This includes:
  - text and source material,
  - the name(s) and status of any person(s) who provided assistance and the type of assistance provided,
  - Internet and electronic sources.

• Students must not receive undue assistance from any other person in the preparation and submission of work. Acceptable levels of assistance include:
  - The incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking) but which have been transformed by the student in a new context,
  - Prompting and general advice from another person or source which leads to refinements and/or self-correction.

• Unacceptable forms of assistance include:
  - Use of, or copying of, another person’s work or other resources without acknowledgment.
  - Actual corrections or improvements made by another person.

• Students must produce appropriate evidence of the development of their work from planning and drafting, through to the final piece of work. This will enable the teacher to monitor/record the development of the work and attest that the work is the student’s.

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

Occasionally, there will be instances where the authenticity of student work needs to be checked. In particular, teachers must satisfy themselves about the authenticity of any student work that:
• is not typical of other work produced by the student,
• is inconsistent with the teacher’s knowledge of the student’s ability,
• contains unacknowledged material,
• has not been sighted and monitored by the teacher during its development.

Teachers will not accept such work for assessment until sufficient evidence is available to show that the work is the student’s own. The onus is on the student to provide evidence that the work submitted is their own and was completed in accordance with the VCAA requirements. In order to obtain the necessary evidence, students may be required to:
• provide evidence of the development of the work, for example, drafts,
• discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work,
• provide samples of other work,
• complete, under supervision, a supplementary assessment task (or test) related to the original task,
• attend an interview or complete a test to demonstrate an understanding of the work.
In all instances relating to authentication, students will be interviewed by the Assistant Principal and VCE staff and parents or guardians contacted. If the school is still not satisfied and suspects a substantial breach of Authentication then a formal interview will be conducted. Rules and regulations relating to the interview and panel will be sent to students and parents prior to the interview.

Penalties for breach of rules - Authentication
The principal has the power to:
(i) reprimand a student,
or
(ii) give the student the opportunity to re-submit work if this can occur within the dates designated by the Victorian Curriculum and Assessment Authority,
or
(iii) refuse to accept that part of the work which infringes the rules and base a decision whether to award the work as an N or an S upon the remainder of the work,
or
(iv) refuse to accept any of the work if the infringement is judged by the Principal to merit such a decision, in which case an N will be awarded for the work.

Where work was initially accepted for assessment and a breach of rules has been discovered after the initial assessment has been made, the Principal shall determine which of the above penalties shall be imposed. This may result in a change of the original result from an S to an N in accordance with the above procedure. If an N is awarded, then, as a consequence, an N may be awarded for the unit concerned.

Notification to the Student
If a decision is made to impose a penalty as described in this section, the Principal must notify the student in writing within 14 days of the decision being made. This notification must include:
• the nature of the Breach of Rules by the student,
• the reasons for a decision being made that a Breach of Rules had occurred and the evidence supporting this,
• the penalty to be imposed,
• advice about the student’s right to appeal to the Victorian Curriculum and Assessment Authority, and
• advice that this appeal must be lodged within 14 days of receipt of notification from the Principal.

Appeals
Students have a right of appeal to the Victorian Curriculum and Assessment Authority against the decision of the Principal if a penalty has been imposed because of a breach of the Victorian Curriculum and Assessment Authority rules set out above.
Students may appeal on one or both of two grounds:
• that a breach had not occurred,
• that the penalty was too severe.

Please note
There is no appeal to the Victorian Curriculum and Assessment Authority in the case of a school refusing to accept the late submission of a School Assessed Task or School Assessed Coursework.

Assessment
Students attempting any Unit 1 or 2 subject will be assessed in two formats.

1. OUTCOMES - Satisfactory completion of all units is based upon mastery of the prescribed outcomes for each study. These outcomes are judged via assessment tasks as ‘S’ if the student has demonstrated an understanding or ‘N’ if the student has not demonstrated an understanding.

2. GRADED ASSESSMENTS - Performance on each task will be indicated by a letter grade from A+ to E, with UG representing a fail, and NA indicating that the work was not assessed.

Students will be advised by classroom teachers of due dates well in advance.

Changing Subjects
It may be possible for students in Year 11 to change subjects at the end of Semester One. This can only occur with the approval of the classroom teacher, parents and the Assistant Principal. Students seeking a change to their program must complete a ‘Request for Change of Subjects’ form which is available from the Year Level Leader. No changes will be made to student programs during the first two weeks of the academic year.

Homework/home Study
Students in Year 11 can expect homework in all of the units they are attempting. The study designs published each year by the Victorian Curriculum and Assessment Authority emphasize that part of the workload for each study needs to be undertaken at home. As a result, teachers will usually provide students with approximately 20 minutes of homework per night which equates to 1 - 2 hours per evening. This may vary at certain stages throughout the year as assessment deadlines and examinations approach.

Home study is different to homework. Home study will need to be undertaken throughout the year in order for students to revise class work. It is vital that they develop a routine of regular home study in order to maximise performance in tests and exams. Home study should be treated as a separate entity to homework. Students should devote at least one hour to home study each night.

Exam Policy
As exams form an integral part of assessment in Units 3 & 4, it is essential that students are adept at preparing and sitting exams. Consequently, the College has a policy where students from Year 10 onwards, sit exams at the end of each semester. All Unit 1 and 2 teachers will conduct formal examinations in each study area.
Assessment
Students attempting any Unit 3 or 4 subject will be assessed in three formats.

1. SCHOOL ASSESSED COURSEWORK - School Assessed Coursework is used to differentiate between students’ abilities and helps, in conjunction with exams, to determine the ATAR which is the score used for entrance into University or TAFE. Satisfactory completion of all units is based upon mastery of the prescribed outcomes for each study. These outcomes are judged via assessment tasks as ‘S’ if the student has demonstrated an understanding or ‘N’ if the student has not demonstrated an understanding.

2. SCHOOL ASSESSED TASKS - Performance on each task will be indicated by a numerical grade with UG representing a fail, and NA indicating that the work was not assessed. Students are expected to complete all set work.

3. EXAMINATIONS - Examinations are held for all studies at the end of Unit 4.

Changing Subjects
Students will be advised by classroom teachers of all due dates well in advance.

In order to successfully complete the VCE, a student must pass 16 units including:
(i) at least three units of English/Literature
(ii) at least three sequences of Unit 3 & 4 studies other than English

Students in Year 12 are advised not to change subjects because of criteria (ii) above and must consult with the Program Leader if they are concerned with their program.

Homework/home Study
Students in Year 12 can expect homework in all units they are attempting. The study designs published each year by the Victorian Curriculum and Assessment Authority emphasize that part of the workload for each study needs to be undertaken at home. As a result, teachers will usually provide students with approximately 30 minutes of homework per night which equates to 2.5 hours per evening. This may vary at certain stages throughout the year as assessment deadlines and examinations approach.

Home study is different to homework. Home study will need to be undertaken throughout the year in order for students to revise class work. It is vital that students develop a routine of regular home study in order to maximise performance in tests and exams. Home study should be treated as a separate entity to homework. Students should devote at least one hour to home study each night.

Rules for School-Assessed Coursework and School-Assessed Tasks
The VCAA sets down seven rules which a student must observe when preparing work for assessment. These rules apply to school assessed coursework, they are:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.
2. A student must acknowledge all resources used, including:
   - text, websites and source material
   - the name/s and status of any person/s who provided assistance and the type of assistance provided.
3. A student must not receive undue assistance from any other person in the preparation and submission of work.
4. Acceptable levels of assistance include:
   - the incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking), but which has been transformed by the student and used in a new context
   - prompting and general advice from another person or source which leads to refinements and/or self-correction.
Unacceptable forms of assistance include:
   - use of, or copying of, another person’s work or other resources without acknowledgment
   - corrections or improvements made or dictated by another person.
5. A student must not submit the same piece of work for assessment in more than one study or more than once within a study.
6. A student who knowingly assists other students in a breach of rules may be penalised.
   A student must sign an authentication record for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student’s own.
   A student must sign a general declaration that he/she will obey the rules and instructions for the VCE, and accept its disciplinary provisions.
   A student who uses a computer to produce school assessed work is responsible for ensuring that:
   • there is an alternative system available in case of computer or printer malfunction or unavailability,
   • hard copies of the work in progress are produced regularly to meet drafting and authentication requirements, and
   • each time changes are made, the work is saved onto a back-up file. The back-up file should not be stored with the computer.
Victorian Certificate of Applied Learning

VCAL is a Senior Secondary Certificate designed for Year 11 and 12 students, that focuses on applied learning. The VCAL aims to give students generic skills and employability skills that are important for further education, training and employment.

At Year 11, students will be required to complete any English, any Mathematics, Personal Development Skills, Work Related Skills and a Vocational Education Training (VET) program.

At Year 12, students will be required to complete Literacy, Numeracy, Personal Development Skills, continue their VET program and Work Related Skills.

The VCAL provides an accredited program in the following four compulsory strands:

1. **Literacy and Numeracy Skills**
   This includes English and Mathematics at an appropriate level for the students, aiming to provide them with the skills that enable progression to work, or further study.
   - Year 11 students will study VCAL Literacy and Numeracy at Foundation and Intermediate level.
   - Year 12 students will study VCAL Literacy and Numeracy at Senior level.

2. **Personal Development Skills**
   This Unit aims to develop skills, knowledge and behaviours that provide improved self confidence, increased self esteem and community involvement.

3. **Work Related Skills**
   The purpose of this Unit is to develop employability skills, knowledge and attitudes valued within community and work environments as a preparation for employment. For both years students will be required to complete work experience in the field of the VET program and at Year 12 complete a work placement as part of the Structure Workplace Learning Program.

4. **Industry Specific Skills**
   This Unit develops skills, knowledge and behaviour related to specific industry sectors in the form of a Vocational Education Training course.

Selecting A Program

The VCE is generally completed over two years and at Point Cook Senior students select 5 studies at Year 11 level and 5 studies at Year 12 level. This allows students to attempt 20 units in the VCE.

Remember that ...

1. Your VCE program must include English or English Language or a combination of English and Literature.
2. Your VCE program should take into account ability and interest.
3. Your VCE program should provide a range of learning experiences.
4. Your VCE program needs to meet further education prerequisites
5. Programs may include a combination of VET and VCE studies.

Restrictions

- Students may only choose one study from the Design and Technology Stream. (Textiles or Wood).
- VET studies are generally completed over two years and hence need to be commenced in Year 10 or 11.
- Students may select one VET Study. This will incur a fee and may involve travel and extended hours.
- All Year 11 students will select 5 studies for the year.
- All Year 12 students will select 5 studies for the year.

Languages other than English

Students may complete language studies at a centre other than our school and be granted credit towards their VCE.

Australian Tertiary Admissions Ranking (ATAR)

Students who successfully complete years 11 & 12 will be awarded the VCE. All coursework and examination results at Year 12 level will contribute to a student’s ATAR.

- ATARs are used by the Victorian Tertiary Admission Centre (VTAC) to rank all students applying for tertiary study.
- The score is accrued from students’ results in English and the next best three studies at Year 12 level.
- A further 10% is included for up to two more studies.
- VET studies can also be included but the weighting varies from study to study.

Rules and Regulations

- Students are required to conform to the requirements of the VCAA while completing the VCE.
- All students are expected to adhere to College guidelines in relation to completion of work, attendance and behaviour.

Orientation Program

An orientation program is held each year for Year 11 & 12 students. This program is used to familiarise students with the requirements of Year 11 & 12 and establish a team spirit that will foster cooperation and commitment.
### Arts/Technology

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<th>Maths Unit 1 or Eng Lang</th>
<th>Product Design &amp; Technology Unit 1</th>
<th>Food Studies Unit 1</th>
<th>Media Unit 1</th>
<th>Studio Art Unit 1</th>
<th>Visual Communication &amp; Design Unit 1</th>
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### Maths/Science

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### Physical Education/Health

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### Pathways

- **TAFE, University**
- **Careers in:** Interior Design, Visual Arts, Trades, Media/TV, Fashion

**Maths/Science**

Note: The Maths Course can be made up of General Maths 1 & 2, Further Maths 3 & 4, Maths Methods 3 & 4, Advanced General Maths 1 & 2 and Specialist Maths 3 & 4. See Advisory Teacher and Maths teachers for the combination that suits you best.

**Pathways:** TAFE, University
- **Careers in:** Medicine, Engineering, Science, Architecture, Manufacturing

**Health Sciences**

**Pathways:** TAFE, University
- **Careers in:** Social Work, Nursing, Welfare, Early Childhood Care, Police Studies

**Performing Arts**

**Pathways:** TAFE, University
- **Careers in:** Musician, Actor, Film & Television, Writer, Theatre

**Physical Education/Health**

**Pathways:** TAFE, University
- **Careers in:** Human Movement, Teaching, Coaching/Instructing, Dietician, Environmental Science, Childcare
### Science/Science

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Pathways: TAFE, University
Careers In: Marine Research, Aerospace Industries, Agriculture, Food Technology

### Applied Learning

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Pathways: TAFE, Traineeships, Pre-apprenticeships, Apprenticeships, Employment
Units 1 & 2

Course Outline
The study of Accounting focuses on the financial management of a small business. In Year 11 students will use the single-entry approach to manual recording and will be introduced to the use of Information Technology in undertaking various accounting procedures.

Unit 1 - Establishing and Operating a Service Business
This Unit focuses on the accounting and financial management of a small business. Students will be introduced to the processes of gathering, recording and reporting of financial information for use by the owner in a small business. There will also be an introduction to the use of Information and Communications Technologies in undertaking these accounting procedures.

Outcomes: On completion of the Unit students will be able to
• Describe the resources and explain and apply the knowledge and skills necessary to set up a small business.
• Identify, record, report and explain the financial data and information for the owner of a service business using both manual and Information Communication Technologies methods.
• Apply accounting skills to evaluate financial and non-financial information in order to make informed decisions for a small business.

Unit 2 - Accounting for a Trading Business
This Unit focuses on the accounting and financial operations of a sole proprietor trading business. Students will be introduced to an accounting system using the accrual approach for recording and reporting, which recognises the impact of credit transactions.

Outcomes: On completion of the Unit students will be able to
• Record and report financial data and information for a sole trader.
• Record and report financial data and information using an accounting software package (Quickbooks) and explain and evaluate the role of Information Communication Technology in accounting.
• Be able to select and use financial and non-financial information to evaluate a business and suggest strategies that will improve business performance.

Assessment
Satisfactory completion will be based on the achievement of Outcomes.

For Units 1 & 2 these Outcomes are: Investigation and Presentation of a small business; A folio of exercises in relation to the recording, reporting and analysis of accounting information; The ability to describe ways in which Accounting contributes to effective decision making in the form of a report.

Examinations
Students will sit an end of Semester one and two examination.

Subject Fee: $20

Units 3 & 4

Course Outline
Both Units 3 & 4 examine the underlying principles and professional practices of accounting. The managerial role of the accountant and the likely future directions in accounting. The double entry system using the accrual basis is emphasised.

Students are required to use Information Technology to prepare information for recording and to use the capacity of electronic software to present and interpret the information produced.

Unit 3 - Recording and Reporting for a Trading Business
Units 3 and 4 are designed to be taken as a sequence. Unit 3 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 a double entry system using the accrual basis of accounting.

Outcomes: On completion of the Unit students will be able to
• 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.
• Record balance day adjustments, prepare financial reports and explain related aspects of the accounting system.

Unit 4 - Control and Analysis of Business Performance
This Unit further develops the role of accounting in providing information, with the main focus on accounting information for management. It covers recording and reporting for trading businesses, using perpetual inventory recording and reporting on the accrual basis. Budgeting for cash, financial performance and financial position are also covered in this Unit.

Outcomes: On completion of the Unit students will be able to
• 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.
• 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.

Entry
Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Satisfactory completion will be based on the achievement of Outcomes.

For Units 3 & 4 these Outcomes are equal to 100 Marks. This comprises of:
Unit 3 school-assessed coursework 25%
Unit 4 school-assessed coursework 25%
End of year examination 50%

Examinations
Students will sit an end of year examination.

Subject Fee: $20
Units 1 & 2
Course Outline
VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain and evaluate national and global political issues, problems and events, the forces that shape these and responses to them.
Australian Politics is the study of how power is gained and exercised. It considers the significant features of the way politics is practiced in Australia and the opportunities for young Australians to participate.
Global Politics is the study of the political, social, cultural and economic forces that shape interactions between state and non-state actors in the twenty-first century.

Unit 1 - The national citizen
In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy.

Unit 2 - The global citizen
This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’. In Area of Study 1 they explore the myriad ways their lives have been affected by the increased interconnectedness of the world through the process of globalisation. In Area of Study 2, students consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability.
This unit is concerned with contemporary issues and events.

Assessment
Students must complete the Outcomes throughout each Semester to achieve a satisfactory result.
Examinations
All students will sit a Semester one and two examination in Australian and Global Politics.

Subject Fee: $20

Units 3 & 4
Course Outline
VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain and evaluate national and global political issues, problems and events, the forces that shape these and responses to them.
Australian Politics is the study of how power is gained and exercised. It considers the significant features of the way politics is practiced in Australia and the opportunities for young Australians to participate.
Global Politics is the study of the political, social, cultural and economic forces that shape interactions between state and non-state actors in the twenty-first century.

Unit 3 - Global actors
In this unit students investigate the key global actors in the twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives.
For the purpose of this study, the term ‘non-state actors’ covers a range of global actors: altruistic non-governments organisations (NGOs), for example Amnesty International and Greenpeace; organised religions; terrorist movements and organised crime syndicates.
This unit is concerned with contemporary issues and events.

Unit 4 - Global Challenges
In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges to solving them.
The unit is concerned with contemporary issues and events.

Assessment
Satisfactory achievement will be based on the achievement of Outcomes.
Examinations
All students will sit an end of year examination in Global Politics Unit 3 and 4.

Subject Fee: $20
Biology

Units 1 & 2

Course Outline
Biology is the study of living things, from large complex multi-cellular organisms to the tiniest single celled micro-organisms. It is the study of the dynamic relationships between living things, their interactions with the environment and the processes that maintain life and ensure its continuity. Biology enables students to understand the diverse ways in which living things face challenges to survival and the many structural and functional characteristics that living organisms share.

Unit 1 – How do living things stay alive?
In this unit students examine the cell and cellular processes, adaptations for survival and interactions between organisms and their habitats. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

Outcomes
- Explain how cellular structures and systems function to sustain life.
- 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.

Unit 2 – How is continuity of life maintained?
In this unit students focus on cell reproduction, cell differentiation, and DNA replication. Students learn about the inheritance of characteristics, patterns of inheritance and predict outcomes of genetic crosses. The uses of genetic screening and its social and ethical issues are examined.

Outcomes
- Compare 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.
- 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.
- Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

Assessment
Units 1 & 2 are assessed within the school. A wide range of activities are used for assessment, including practical work, assignments, presentations, fieldwork reports, tests and questions from the text.

Examinations
All Biology students will sit both a Semester One and Semester Two examination, relating to the set outcomes completed throughout the year.

Subject Fee: $60

Units 3 & 4

Course Outline
Biology is the study of living things, from large complex multi-cellular organisms to the tiniest single celled micro-organisms. It is the study of the dynamic relationships between living things, their interactions with the environment and the processes that maintain life and ensure its continuity. Biology enables students to understand the diverse ways in which living things face challenges to survival and the many structural and functional characteristics that living organisms share.

Unit 3 – How do cells maintain life?
In this unit students investigate the workings of the cell including the plasma membrane and the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies.

Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. 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.

Outcomes
- 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.
- 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.

Unit 4 – How does life change and respond to challenges over time?
In this unit students investigate how the accumulation of changes over time is considered as a mechanism for evolution. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species.

Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

Outcomes
- Analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.
- Describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.
- 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.

Assessment
Units 3 & 4 are assessed partly within the school, from practical activities and assignments, and also externally with an end of year examination.

Unit 3 school-assessed coursework 16%
Unit 4 school-assessed coursework 24%
End of year examination 60%

Examinations
All Biology students will sit an end of year examination, relating to the set outcomes completed throughout the year.

Subject Fee: $60
Units 1 & 2
Course Outline
VCE Business Management examines the ways businesses manage resources to achieve objectives. Students will follow the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

Unit 1 – Planning a Business
Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation’s wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Outcomes:
- 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.
- Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.
- Describe the internal business environment and analyse how factors from within it may affect business planning.

Unit 2 – Establishing a Business
This unit focuses on the establishment phase of a business’s life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Outcomes:
- Explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective polices and procedures.
- Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
- Discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

Assessment
Satisfactory completion will be based on the achievement of the Outcomes. Set tasks throughout the Semester will be graded and form the basis of the Unit results and may include, case studies, tests, research tasks and business plans.

Examinations
All students will sit a Semester One and Semester Two examination

Subject Fee: $20

Units 3 & 4
Course Outline
VCE Business Management examines the ways businesses manage resources to achieve objectives. Students develop an understanding of the day-to-day management of a business and consider changes that need to be made to ensure continued success of a business. They also develop an understanding of the complexity of the challenges facing decision makers in managing these resources. A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

Unit 3 – Managing a Business
In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Outcomes:
- Discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.
- Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.
- Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Unit 4 – Transforming a Business
Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Outcomes:
- 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.
- 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.

Assessment
Satisfactory completion will be based on the achievement of outcomes. Unit 3 school-assessed coursework 25% Unit 4 school-assessed coursework 25% End of year examination 50%

Subject Fee: $20
Chemistry

Units 1 & 2
Course Outline
Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

Unit 1 - How can the diversity of materials be explained?
Outcomes
On completion of this unit the student 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.
• investigate and explain the properties of carbon lattices 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.
• 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.

Unit 2 - What makes water such a unique chemical?
Outcomes
On completion of this unit the student 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.
• measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.
• 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 tasks may include: 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 students will complete a report of an independent investigation of a topic using an appropriate format, for example digital presentation, oral communication or written report in Unit 1 and a report of a student-designed quantitative laboratory investigation using an appropriate format, for example digital presentation, oral communication, scientific poster or written report in Unit 2.

Examinations
Students will be required to sit one exam at the end of both Unit 1 and Unit 2. This exam will contain multiple choice and extended response questions.

Subject Fee: $60

Units 3 & 4
Course Outline
Unit 3 - How can chemical processes be designed to optimise efficiency?
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.

Outcomes:
• 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 based on energy efficiency, renewability and environmental impact.
• 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.

Unit 4 - How are organic compounds categorised, analysed and used?
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.

Outcomes:
• 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.
• 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.
• Design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

Entry
Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Units 3 & 4 are assessed within the school (through practical activities and assignments) and by external examinations:
Unit 3 school-assessed coursework 20%
Unit 4 school-assessed coursework 20%
End of year exam 60%

Examinations
All Chemistry students will sit an end of year examination.

Subject Fee: $60
Computing

Unit 1 & 2
Course Outline

Unit 1
In this unit students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs.

In Area of Study 1 - Data and Graphic Solutions, students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation.

In Area of Study 2 - Networks, students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented.

In Area of Study 3 - Collaboration and Communication, 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. When creating solutions students need to apply relevant stages of the problem-solving methodology as well as computational, design and systems thinking skills.

Unit 2
In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data.

In Area of Study 1 - Programming, students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology.

In Area of Study 2 - Data Analysis and Visualisation, students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 - students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

Assessment
Assessment in Unit 1 & 2 is school based. Students must demonstrate satisfactory knowledge and understanding in 6 outcomes - one for each Area of Study outlined above involving coursework (folio), class work, homework, oral/group assessment, and tests or examinations.

Examinations
Students are required to complete an examination at the end of Unit 1 & 2.

Subject Fee: $40
Units 1 & 2

Unit 1
In this Unit students examine storytelling through the creation of solo and/or ensemble devised performance/s. They manipulate expressive skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance styles and document the processes they use. Students also gain an awareness of how performance is shaped and given meaning and they analyse their own work and view a professional performance to analyse work of others. They investigate a range of stimulus material and learn about stagecraft, conventions and performance styles from a range of contexts.

Outcomes:
- Devise and document solo and/or ensemble drama work/s based on experiences and/or stories.
- Perform a devised drama work/s to an audience.
- Analyse the development and performance to an audience of their non-naturalistic devised work.
- Analyse the portrayal of stories and characters in a drama performance by professional or other drama practitioners.

Unit 2
This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating the performance and examine non-naturalistic performance styles from a range of contexts relevant to Australia and Australians. Conventions appropriate to the selected performance styles are also explored. Students analyse their own performance work as well as undertake the analysis of a performance of an Australian work by other actors.

Outcomes:
On completion of this unit the student should be able to devise and document the processes used to create a solo or ensemble non-naturalistic performance work.
- Present a performance of a devised non-naturalistic work to an audience.
- Analyse the creation, development and performance to an audience of their non-naturalistic devised work.
- Analyse a performance of an Australian drama work.

Assessment
Outcomes are assessed using a selection of the following formats: participation in acting and play-making workshops, documentation of production processes through a journal, performances, written reports, oral presentations, responses to structured questions, extended responses.

Examinations
Students will undertake two types of examinations in Drama Units 1 and 2: Written Examinations and a Solo Performance Examination.

Please note: Due to the nature of Performance Subjects and the need to attend Professional Shows, Drama may involve compulsory out of school hours rehearsals and excursions that are a requirement to satisfy the outcomes for the course. For students undertaking Drama Units 1 and 2, participation in Acting is a requirement.

Subject Fee: $130

Units 3 & 4

Unit 3 - Devised non-naturalistic ensemble performance
This unit focuses on non-naturalistic devised ensemble drama. Students explore non-naturalistic performance styles and associated conventions and work collaboratively to devise, develop and present an ensemble performance. Students explore dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to shape and enhance the performance. Students document and evaluate stages involved in the creation, development and presentation of the ensemble performance/in a folio/workbook. Students also analyse a professional performance that incorporates non-naturalistic performance styles and production elements selected from the prescribed VCE Drama Unit 3 Playlist. Students who take Drama are required to act in the ensemble production.

Areas of study
Devising and Presenting non-naturalistic ensemble performance, Responding to devised ensemble performances; Analysing non-naturalistic Performances

Outcomes:
- develop and present character/s within a devised non-naturalistic ensemble performance.
- analyse the use of processes, techniques and skills to create and present a devised ensemble performance.
- analyse and evaluate a non-naturalistic performance. Please note this outcome requires students to attend a production which may occur outside of regular school hours.

Unit 4 - Non-naturalistic solo performance
This unit focuses on the development and presentation of non-naturalistic devised solo performances. Students explore non-naturalistic performance styles and associated conventions. They develop skills in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and expressive skills to develop and present a short solo performance. These skills are further developed as students create their own devised solo performance in response to a prescribed structure. Students also document and evaluate the stages involved in the creation, development and presentation of a solo performance.

Areas of study
Working with Stimulus Material; Devising a non-naturalistic solo performance; Analysing devised non-naturalistic solo performance.

Outcomes:
- devise a solo performance in response to given stimulus material and describe the non-naturalistic qualities of the performance.
- create, develop and perform a non-naturalistic drama solo in response to a prescribed structure published by VCAA.
- analyse and evaluate the creation, development and presentation of a devised non-naturalistic solo performance.

Assessment
Unit 3 & 4 are assessed within the school (through practical activities and assignments) and by external examinations.

Examinations
All students will sit two external exams. Both of these occur at the end of the year. One is a performance exam on their interpretation of a prescribed solo performance, the other is a written exam covering all content from Unit 3 & 4.

Please note: Students enrolled in Drama are required to attend excursions to see a professional production and to attend rehearsals and perform in the Ensemble which may occur outside of regular school hours.

Subject Fee: $130
Unit 1 & 2
Course Outline
Economics is the study of how individuals and societies use resources to satisfy needs through investigating the production, distribution and consumption of goods and services. The political, ethical, environmental and social factors influencing economic decision making are also taken into consideration when studying economics, through analysing data and problem solving. This enables students to understand the economy, society and environment and the decisions that affect the Australian - and global - economic community.

Unit 1 – Economics: Choices and Consequences
In this unit students examine the structure of the market system and how decisions made by individuals, firms, governments and other relevant groups impact upon what goods and services are produced, how they are produced and who receives the goods and services produced. Students will focus on one more markets, closely investigating the factors that influence the prices and distribution of resources, how economic decisions are made to solve economic problems as they develop, the importance of competition and how market power can affect the allocation of resources and the welfare and living standards of the general population. Students will also learn about potential trade-offs between economic growth and environmental sustainability and the importance of international efforts to maintain long-term world economic security. Finally, students will study one of the following important economic issues currently affecting the Australian and world economies: inflation or the distribution of wealth and income, examining the factors that influence he issue and how changes in these areas could affect living standards.

Unit 2 – Economic Changes: Issues and Challenges
In this unit students study the factors that affect demographic makeup and change, gaining an insight into the possible challenges facing businesses wishing to expand, government budgeting and future living standards. Students analyse the impacts of high unemployment on society and the individual, evaluate the effectiveness of government policies aimed at reducing unemployment and potential skills shortages and examine the impact that these could have on future Australian living standards. Students will also closely investigate Australia’s trading relationships, gaining an understanding of Australia’s balance of payments and exchange rate. The impact of increased volume of world trade, the movement of capital and the migration of people will be studied in relation to how they affect living standards in Australia.

Outcomes:
• Students should be able to explain the role of markets in the Australian economy, how markets operate to meet the needs and wants of its citizens, and apply economic decision making to current economic problems.
• Students should be able to describe the nature of economic growth and sustainable development and one other contemporary economic issue, explain how these issues are affected by the actions of economic decision-makers, and evaluate the impact of these issues on living standards.
• Students should be able to describe the factors that influence Australia’s population and labour markets, and analyse how changes in these areas may impact upon living standards.
• Students should be able to describe the nature of two contemporary global economic issues, explain how each issue is affected by the actions of economic decision-makers, and evaluate the impact of the issue on living standards.

Assessment
Unit 1 & 2 are assessed within the school. A wide range of activities are used for assessment, including extended written responses, assignments, presentations, tests, reports and questions from the text.

Examinations
Students will sit an end of Semester One and Two examination.

Subject Fee: $20
Unit 3 & 4
Course Outline

Unit 3:
In this unit students examine the factors that affect the price and quantity traded in individual markets. Students investigate the importance of competition and analyse the degree of market power in different industries and how this affects the efficiency of resource allocation and appreciate that markets will not always lead to the most efficient allocation of resources. Through an examination of market failure, students are able to explain situations where the market does not operate freely and discuss the role of government in the allocation of resources.

Students examine five key economic goals which may vary in importance from time to time and which are pushed for economic, political and social reasons. Through a detailed study of these goals students develop an understanding of the role that each goal plays in improving living standards. They also examine the role of trade with international households, businesses, governments and other groups, and the importance of international movement of capital for Australia’s living standards. Students examine the reasons for income inequality and the social costs and benefits, and the impact on living standards associated with inequity.

Outcomes
• students should be able to explain the role of markets in the Australian economy, how markets operate to meet the needs and wants of its citizens, and apply economic decision making to current economic problems.
• students should be able to describe the nature of economic growth and sustainable development and one other contemporary economic issue, explain how these issues are affected by the actions of economic decision-makers, and evaluate the impact of these issues on living standards.

Unit 4:
Students learn how changes in interest rates will affect inflation, the rate of unemployment and the rate of economic growth. Students also develop an understanding of how the federal government alters the composition and magnitudes of its receipts and expenditure to influence directly and indirectly the components of aggregate demand. The relationship between the two macroeconomic demand policies is analysed in terms of their impact upon domestic economic goals.

Students investigate how the government has utilised fiscal policy to influence aggregate supply directly in the economy. The role of microeconomic reform in promoting competition, efficiency and expanding the productive capacity is also evaluated in terms of its impact on domestic and international economic goals. Students apply the language, theories and tools of economics to develop a critical perspective about the role of aggregate demand and aggregate supply policies in the current government policy mix.

Outcomes
• students should be able to describe the factors that influence Australia’s population and labour markets, and analyse how changes in these areas may impact upon living standards.
• students should be able to describe the nature of two contemporary global economic issues, explain how each issue is affected by the actions of economic decision-makers, and evaluate the impact of the issue on living standards.

Assessment:
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
End-of-year examination: 50 per cent

Subject Fee: $20
Course Outline

Unit 1
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Area of Study 1: Reading and creating texts
In this area of study students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read.

Outcome 1: On completion of this unit the student should be able to produce analytical and creative responses to texts.

Area of Study 2: Analysing and presenting argument
In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader.

Outcome 2: On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

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.

Unit 2
In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Area of Study 1: Reading and comparing texts
In this area of study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader’s understanding of one text is broadened and deepened when considered in relation to another text. Students explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts. Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied.

Outcome 1: On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts.

Area of Study 2: Analysing and presenting argument
In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. Students consider a range of texts where the primary purpose is to convince an audience to share a point of view. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience.

Outcome 2: On completion of this unit the student should be able to 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
The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

Subject Fee: $20

Unit 3
In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Area of Study 1: Reading and creating texts
In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts.

Outcome 1: On completion of this unit the student should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text.

Area of Study 2: Analysing argument
In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. The texts must have appeared in the media since 1 September of the previous year. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader.

Outcome 2: On completion of this unit the student should be able to 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
The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

Unit 4
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.

Area of Study 1: Reading and comparing texts
In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

Outcome 1: On completion of this unit the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

Area of Study 2: Presenting argument
In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year.

Outcome 2: On completion of this unit the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

Subject Fee: $20
Unit 1 & 2
Course Outline
Unit 1
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Area of Study 1: Reading and creating texts
In this area of study students explore how meaning is created in a text. Students identify, discuss, and analyse decisions authors have made.
Outcome 1: On completion of this unit the student should be able to produce analytical and creative responses to texts.

Area of Study 2: Analysing and presenting argument
In this area of study students focus on the analysis and construction of texts that attempt to influence an audience.
Outcome 2: On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

Unit 2
In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Area of Study 1: Reading and comparing texts
In this area of study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes.
Outcome 1: On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts.

Area of Study 2: Analysing and presenting argument
In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience.
Outcome 2: On completion of this unit the student should be able to 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
The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

Examinations
Students will sit both a Semester One and Semester Two examination.

Subject Fee: $20

Unit 3 & 4
Course Outline
UNIT 3
In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. They comprehend a range of spoken texts.

Areas of Study 1: Reading and creating texts
In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. They develop and justify their own detailed interpretations of texts.
Outcome 1: On completion of this unit the student should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text.

Area of Study 2: Analysing argument
In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. They read and view media texts in a variety of forms and develop their understanding of the way in which language and argument complement one another in positioning the reader.
Outcome 2: On completion of this unit the student should be able to 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.

Area of Study 3: Listening to texts
In this area of study students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts.
Outcome 3: On completion of this unit the student should be able to comprehend spoken texts.

School-assessed Coursework
School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

UNIT 4
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.

Area of Study 1: Reading and comparing texts
In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed.
Outcome 1: On completion of this unit the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

Area of Study 2: Presenting argument
In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue.
Outcome 2: On completion of this unit the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

School-assessed Coursework
School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

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

All EAL students will sit a practice examination in June and September.

Subject Fee: $20
Subject Fee: $60
Unit 1 & 2

Unit 1 - Language and Community

It is an expectation that if you choose to study only English Language Units 1 and 2 in Year 11, you will continue with English Language in Units 3 and 4. You will not be able to move back to English.

Language is an essential aspect of human behaviour and it is the means by which individuals relate to the world, to each other, and to the communities of which they are members. In this unit, students consider the way language is organised so that its users have the means to make sense of their experience and to interact with others. Students explore the various functions of language and the name of language as a highly elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language, and the stages of language acquisition across a range of subsystems.

Areas of Study

The nature and functions of language
Language acquisition

Outcomes

• Students should be able to identify and describe primary aspects of the nature and functions of human language.

• Students should be able to analyse what children learn when they acquire language and explain a range of perspective on how language is acquired.

Unit 2 - Language Change

In this unit, students focus on language change. Languages are dynamic and change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past, and contemporary texts, considering how all subsystems of the language system are affected: phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change vary considerably and these are also considered. In addition to developing an understanding of how English has been transformed over the centuries, students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language, and to English now being used by more people as an additional or a foreign language than as a first language. Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of indigenous languages. Students consider the cultural repercussions of the spread of English.

Areas of Study

English across time
Englishes in contact

Outcomes

• Students should be able to describe the making of English, identify how language change takes place and analyse a range of attitudes to language change.

• Students should be able to describe and explain the effects of the global spread of English in terms of both conformity and diversity, through a range of spoken and written texts.

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. Students must complete all Outcomes and a minimum of 80% of set tasks throughout each Semester to achieve a satisfactory result.

Examinations

All students will sit both Semester 1 and Semester 2 examinations in English Language.

Subject Fee: $20

Unit 3 & 4

Course Outline

Unit 3 - Language variation and social purpose

It is an expectation that students that have satisfactorily completed English Language Units 1 and 2 before choosing to study English Language Units 3 and 4.

In this unit students investigate English language in the Australian social setting, along a continuum of informal and formal registers. They consider language as a means of societal interaction, understanding that through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Students examine the stylistic features of formal and informal language in both spoken and written modes: the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning.

Students consider how texts are influenced by the situational and cultural contexts in which they occur. They examine how function, field, mode, setting and the relationships between participants all contribute to a person's language choices, as do the values, attitudes and beliefs held by participants and the wider community. Students learn how speakers and writers select features from within particular stylistic variants, or registers, and this is in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose - through the choice of a particular variety of language, and through the ways in which language varieties are used in processes of inclusion and exclusion.

Unit 4 - Language variation and identity

In this unit students focus on the role of language in establishing and challenging different identities. Many varieties of English exist in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-standard varieties also play a role in constructing users' social and cultural identities. Students examine both print and digital texts to consider the ways different identities are constructed. Such historical and contemporary texts include, but should not be limited to, extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents.

Students explore how we make sense of who we are and constantly evolving and responding to the situations in which we find ourselves and is determined not only by how we see ourselves, but by how others see us. Through our language we establish how we are unique as individuals, as well as signalling our membership of particular groups. Students explore how language can distinguish between 'us' and 'them,' thus reinforcing the degree of social distance and/or solidarity.

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. Students must complete all Outcomes and a minimum of 80% of set tasks throughout each unit to achieve a satisfactory result.

Examinations

All students will sit an exam at the end of the year.

Prerequisites

Students are recommended to have satisfactorily completed Units 1 and 2 English Language.

Subject Fee: $20

All students will sit both Semester 1 and Semester 2 examinations in English Language.
Unit 1 & 2

Course Outline
Environmental Science is a study of the structure, function and diversity of nature ecosystems on this planet and evaluates the impact of human activity on them.

Unit 1
This unit focuses on the environment and its components. The function of ecosystems and the interactions in and between the ecological components will be investigated. The unit presents opportunities to consider the effects of nature and human-induced changes in ecosystems. Within this unit of work there are three areas of study:
- Ecological components and interactions
- Environmental change
- Ecosystems

Unit 2
This unit focuses on the characteristics of environmental indicators and their use in monitoring programs. Environmental indicator data will be defined, collected and interpreted. There are two areas of study:
- Environmental indicators
- Using the environmental indicators

Assessment
Units 1 & 2 are assessed within the school. A variety of means are used to assess students learning. These include practical activities, practical reports, fieldwork and reports, multimedia presentations and responses to set questions.

Examinations
All students will sit a both a Semester One and Semester Two examination, relating to the set outcomes completed throughout each Semester.

Subject Fee: $20

Unit 3 & 4

Course Outline
Environmental Science is a study of the structure, function and diversity of nature ecosystems on this planet and evaluates the impact of human activity on them.

Unit 3
This unit focuses on two major ecological issues which provide challenges for the present and the future. The consequences on the atmosphere of natural and enhanced greenhouse effects, and issues of biodiversity and its significance in sustaining ecological integrity. There are two areas of study in this unit:
- Energy and global warming
- Diversity in the biosphere

Unit 4
This unit focuses on pollution and its relationship to humans and the environment. It advances further understanding of managing the environment to ensure development meets human needs while maintaining the ecological integrity of the environment. There are two areas of study:
- Pollution and health
- Applied environmental science

Assessment
Units 3 & 4 are assessed within the school and by external examination. Internal assessment requires students to sit formal assessment tasks. These consist of written reports, multimedia presentations and written responses to questions.
- Unit 3 school-assessed coursework 25%
- Unit 4 school-assessed coursework 25%

Examinations
All Environmental Science students will sit an exam at the end of the year which is worth 50% of the study score.

Subject Fee: $20
**Unit 1 & 2**

**Course Outline**
Students explore food from a historical and cultural perspective and investigate the origins and roles of food through time and across the world. Students investigate food systems in contemporary Australia and 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. Throughout this course, students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

**Unit 1: Food Origins**
There are 2 Areas of Study:
- Food around the World - students explore the origins and cultural roles of food, from early civilisations through to today’s industrialised and global world. The practical component explores the use of ingredients available today that were used in earlier cultures and cuisines.
- Food in Australia - students focus on the history and culture of food in Australia. They look at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply. Students consider how Australian food producers and consumers today have been influenced by immigration and other cultural factors.

**Unit 2: Food Makers**
There are 2 Areas of Study:
- Food Industries - students explore commercial food production in the retail and food service sectors in Australia. Students investigate new food product development and innovation, and the processes in place to ensure a safe food supply. Students create new food products using design briefs, and applying commercial principles such as research, design, product testing, production, evaluation and marketing.
- Food in the Home - students focus on domestic and small-scale food production and adapt recipes for a range of dietary requirements commonly encountered by the food service sector and within families. Students propose and test ideas for applying their food skills to entrepreneurial projects that potentially may move their products from a domestic or small-scale setting to a commercial context.

**Assessment**
The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Assessment tasks will involve a combination of design tasks, production tasks, research tasks and written tasks.

**Examination**
All students will sit both a Semester One and Semester Two exam with a duration of 1.5 hours.

**Subject fee** $180

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**Unit 3 & 4**

**Course Outline**
VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of food technology, food manufacturing, hospitality and the health industry.

**Unit 3: Food in Daily Life**
The Science of Food - students investigate the physiology of eating and microbiology of digesting, and the absorption and utilisation of macronutrients. They investigate food allergies, food intolerances and the microbiology of food contamination. Students learn and apply food science terminology relating to chemical changes that occur during food preparation and cooking, and undertake hands-on experimentation to demonstrate techniques and effects. They apply knowledge in the safe production of nutritious meals.

Food Choice, Health and Wellbeing - students focus on patterns of eating in Australia and the influences on the food we eat, such as the media, technology and advertising. Students look at relationships between social factors and food access and choice, as well as the social and emotional roles of food in shaping and expressing identity, and how food may link to psychological factors.

**Unit 4: Food Issues, Challenges and Futures**
Environment and Ethics - students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, technologies, food access, food safety, and the use of agricultural resources.

Navigating Food Information - students focus on food information and misinformation and the development of food knowledge, skills and habits. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used in food packaging.

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

**Assessment**
Satisfactory completion will be based on the achievement of Outcomes. Level of achievement will be based on School-Assessed Coursework (which will involve both written and practical tasks) and the end of year exam. Percentage contributions to the study score are as follows:
- School-Assessed Coursework (SACS) 60%
- End of year exam (15 hours) 40%

**Subject fee:** $180
Unit 1 & 2
Course Outline
Unit 1: Hazards and disasters
In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.
Area of Study 1: Characteristics of hazards
In this area of study students examine hazards and hazard events before engaging in a study of at least two specific hazards at a range of scales. They study one from at least two different types of hazards from the list provided, for example, coastal hazards and an alien animal invasion, or floods and oil spills. The selection of hazards should allow students to use visual representations and topographical maps at various scales and undertake fieldwork.
Outcome 1
On completion of this unit the student should be able to analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales.
Area of Study 2: Response to hazards and disasters
In this area of study students explore the nature and effectiveness of specific measures such as prediction and warning programs, community preparedness and land use planning, as well as the ways in which hazards become harmful and destructive disasters. They study natural and human factors influencing the nature of human responses, considering the scale of the hazard, levels of risk due to hazards, past experiences and perceptions of similar hazards and hazard events, the economic choices available to government organisations and communities to take action, available technological resources and the ability to plan and develop effective prevention and mitigation measures. Students investigate the human responses to the hazards selected in Area of Study 1, with reference to a variety of locations.
Outcome 2
On completion of this unit the student should be able to analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.
Unit 2: Tourism
In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments.
Area of Study 1: Characteristics of tourism
In this area of study students examine the characteristics of tourism, the location and distribution of different types of tourism and tourist destinations and the factors affecting different types of tourism. Students support this investigation with contrasting examples from within Australia and elsewhere in the world. They investigate in detail at least one tourism location using appropriate fieldwork techniques, and one other location elsewhere in the world.
Outcome 1
On completion of this unit the student should be able to analyse, describe and explain the nature of tourism at a range of scales.
Area of Study 2: Impact of tourism
In this area of study students explore the environmental, economic and socio-cultural impacts of different types of tourism. They investigate at least one tourism location, using appropriate fieldwork techniques, and another elsewhere in the world. Students evaluate the effectiveness of measures taken to enhance the positive impacts and/or to minimise the negative impacts at these locations. This fieldwork site could be the same location used for Area of Study 1. They investigate the interconnection of the two selected locations with their surrounding region and national context.
Outcome 2
On completion of this unit the student should be able to analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.
Assessment
Unit 1 & 2 are assessed within the school. A wide range of activities are used for assessment, including extended written responses, assignments, presentations, tests, reports and questions from the text.
Examinations
All Geography students will sit both a Semester One and a Semester Two examination, relating to the set outcomes completed throughout the year.

Unit 3 & 4
Unit 3: Changing the land
This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Students investigate three major processes that are changing land cover in many regions of the world: deforestation, desertification, and melting glaciers and ice sheets.
Area of Study 1: Land use change
In this area of study students select a local area and use appropriate fieldwork techniques and secondary sources to investigate the processes and impacts of land use change. This change may have recently occurred, is underway or is planned for the near future.
Outcome 1
On completion of this unit the student should be able to analyse, describe and explain land use change and assess its impacts.
Area of Study 2: Land cover change
In this area of study students undertake an overview of global land cover and changes that have occurred over time. They investigate three major processes that are changing land cover: deforestation, desertification and melting glaciers and ice sheets. They analyse these processes, explain their impacts on land cover and discuss responses to these land cover changes at three different locations in the world - one location for each process. They also evaluate three different global responses to the impacts of land cover change, one global response for each process.
Outcome 2
On completion of this unit the student should be able to analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.
Unit 4: Human population – trends and issues
In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.
Area of Study 1: Population dynamics
In this area of study students undertake an overview of world population distribution and growth before investigating the dynamics of population change over time and space. Through the study of population dynamics students investigate growth and decline in fertility and mortality, together with population movements.
Outcome 1
On completion of this unit the student should be able to analyse, describe and explain population dynamics on a global scale.
Area of Study 2: Population issues and challenges
In this area of study students undertake investigations into two significant population trends that have developed in different parts of the world: a growing population of one country and an ageing population of another country.
Outcome 2
On completion of this unit the student should be able to analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses.
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.
Students must complete all Outcomes and a minimum of 80% of set tasks throughout each unit to achieve a satisfactory result.
Examinations
All students will sit an exam at the end of the year.
Subject Fee: $20
Unit 1 & 2
Course Outline
Through the study of Units 1 and 2 Health and Human Development, students investigate the dimensions of health and examine the different types of individual human development that occurs through the life span stages of pre-natal, childhood, youth and adulthood. They consider the physical environment and the biological, social and behavioural determinants of health to explain the variations in health and development that occur across the life span stages.

Structure
The study is made up of 2 units

Unit 1 - The health and development of Australia's youth
In this area of study students develop an understanding of the concepts of youth health and individual human development, and explore the interrelationships that exist within and between them. They develop an understanding of a range of determinants and their ability to influence youth health and individual human development. Students explore the importance of nutrition and the developmental functions it performs in the body, including the consequences of nutritional imbalance on the health and individual human development of youth.

Outcome 1
On completion of this unit the student should be able to describe the dimensions of, and the interrelationships within and between, youth health and individual human development, and analyse the health status of Australia's youth using appropriate measurements.

Outcome 2
On completion of this unit the student should be able to describe and explain the factors that have an impact on the health and individual human development of Australia's youth and outline health issues relevant to Australia's youth.

Unit 2 - Individual human development and health issues
This unit focuses on the health and individual human development for the life span stages of prenatal, childhood and adulthood. Students identify issues that affect the health and individual human development of Australia's mothers and babies, children and adults. They investigate health issues in detail and analyse personal, community and government strategies and programs that affect the health and individual human development of mothers and babies, children and adults.

Outcome 1
On completion of this unit the student should be able to describe and explain factors that affect the health and individual human development during the prenatal stage.

Outcome 2
On completion of this unit the student should be able to describe and explain factors that affect the health and individual human development of Australia's children.

Outcome 3
On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development of Australia's adults.

Assessment
The award of satisfactory completion of these Units is based on a decision that the student has demonstrated achievement of the set Outcomes specified for the Unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designed for the Unit.

Examinations
All students will sit both Semester one and Semester two examinations. Further tests may be used to satisfy the completion of the outcomes of this Unit.

Subject Fee: $20

Unit 3 & 4
Course Outline
Through the study of Units 3 and 4 Health and Human Development, students investigate health and human development in Australian and global communities. In the context of the study, health is viewed as a dynamic condition that is influenced by complex interrelationships between individuals and the biological, social and behavioural determinants and the physical environment. This study is based on the premise that health and human development needs to be promoted at an individual level, within community settings and at national and international levels, to maximise global health and human development.

Structure
This study is made up of 2 units

Unit 3 - Australia's health
Students develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students use key health measures to compare health status in Australia with other developed countries. The National Health Priority Areas are analysed as a national approach that aims to improve the health status of Australians. They investigate the different models of health and the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of the national health systems and health initiatives.

Outcome 1
On completion of this unit the student should be able to 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.

Outcome 2
On completion of this unit the student should be able to 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.

Unit 4 - Global health and human development
This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests. Students identify differences and similarities in the health status between people living in developing countries and Australia and analyse reasons for the differences. Students explore the role of international organisations including the UN and WHO in achieving sustainable improvements in health and sustainable human development globally, as well as Australia's contribution to international health programs.

Outcome 1
On completion of this unit the student should be able to analyse factors contributing to variations in health status between Australia and developing countries and explain the contribution the United Nations sustainable goals can make to promoting global health and sustainable human development.

Outcome 2
On completion of this unit the student should be able to describe and evaluate programs implemented by international and Australian government and non-government organisations, and analyse the interrelationships between health, human development and sustainability.

Entry
Students must undertake Unit 3 prior to undertaking Unit 4

Assessment
The award of satisfactory completion of these Units is based on a decision that the student has demonstrated achievement of the set Outcomes specified for the Unit.

Units 3 and 4
School-assessed coursework and an end of year examination
Unit 3 school-assessed coursework 25%
Unit 4 school-assessed coursework 25%
Unit 3 & 4 end of year examination 50%

Subject Fee: $20
Unit 1 & 2

Course Outline
History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

Unit 1 - Twentieth Century History 1900-1945
This Unit enables students to learn about the significant changes that occurred during the first half of the twentieth century. Patterns of family life were to change as a result of political and social developments. Advances in science and technology also began to transform the world of work and home. Revolution, civil war and international conflicts played a major role between 1900-1945. The consequences of these conflicts would change the world forever.

Outcomes:
• What were the dominant ideologies of the time period and what impact have these had upon the conflicts of 1900 - 1945 particularly leading to WW2. Students will focus on the social life and cultural expression of the 1920's and 1930's.

Unit 2 - Twentieth Century History 1945-2000
This Unit enables students to learn about the major themes and principal events of post World War 2, and the ways in which individuals and communities responded to the political, economic, social and technological developments. This Unit will focus on the Cold War and the spread of communism throughout the world and the consequences. The changes in the USA and other places as result of the civil rights movements. A look at international incidents that have shaped the latter half of the twentieth century.

Outcomes:
• Students will explore the impact of the Cold War upon world events. The second outcome focuses on challenges and changes faced by individuals and groups during the period 1945 - 2000.

Assessment
Satisfactory completion will be based on the following assessment tasks; Interpretation of historical cartoons, photographs, diagrams etc., Construction of detailed timelines, Research Investigation, Biographical reports/ studies.

Examinations
All students will be required to sit an examination at the completion of each Unit.

Subject Fee: $20

Unit 3 & 4

Course Outline
In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution their consequences that have a profound effect on the political and social structures of the post-revolutionary society. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order. Students will study two of the following:
• The American Revolution of 1776
• The French Revolution of 1789
• The Russian Revolution of October 1917
• The Chinese Revolution of 1949

Area of Study 1:
Causes of revolution:
The key knowledge for this area of study in Units 3 and 4 covers the following timeframes:
• The American Revolution from 1754 to 1776 (French and Indian War to the Declaration of Independence 1776)
• The French Revolution from 1774 to October 1789 (Accession of Louis XVI to the throne to The October Days 1789)
• The Russian Revolution from 1896 to October 1917 (Coronation of Tsar Nicholas to the 25th October Revolution 1917)
• The Chinese Revolution from 1912 to 1949 (The Chinese Republic to the Communist victory in the Civil War on the 1 October 1949).

Outcome 1
On completion of this unit the student should be able to analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Area of Study 2:
Consequences of revolution:
The key knowledge for this area of study in Units 3 and 4 covers the following timeframes:
• The American Revolution from 4th July 1776 to 1789 (Declaration of Independence to the acceptance of the Bill of Rights)
• The French Revolution from October 1789 to 1795 (The October Days to the dissolution of the Convention Year III)
• The Russian Revolution from October 1917 to 1927 (Early Sovnarkom decrees to the end of the NEP)
• The Chinese Revolution from 1949 to 1971 (Communist victory to the death of Lin Biao).

Outcome 2
On completion of this unit the student should be able to analyse the consequences of revolution and evaluate the extent of change brought to society. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Each of the following four assessment tasks will completed over Units 3 and 4:
• A historical inquiry
• An analysis of primary sources
• An evaluation of historical interpretations
• An essay

Subject Fee: $20
Units 3 and 4

Course Outline
In VCE Australian History students explore four periods of time which span some of the transformative events and processes that developed and changed the nature of Australian society and created modern Australia. The first slice of time begins in the 1830s with the expansion of European control over much of southern Australia as squatters appropriated country inhabited by Aboriginal people. The remaining three time periods consider transformations undergone by the new Australian nation in the twentieth century.

Unit 3: Transformations: Colonial society to nation
Area of Study 1
The reshaping of Port Phillip District/Victoria, 1834–1860
Outcome 1
On completion of this unit the student should be able to analyse the nature of change in the Port Phillip District/Victoria in the period 1834–1860.
To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Area of Study 2 Making a people and a nation 1890–1920
Outcome 2
On completion of this unit the student should be able to analyse the visions and actions that shaped the new nation from 1890 to 1920, and the changes and continuities to these visions that resulted from participation in World War One. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Unit 4: Transformations: Old certainties and new visions
Area of Study 1: Crises that tested the nation 1929–1945
Outcome 1
On completion of this unit the student should be able to analyse the social, economic and political consequences of a crisis on the nation.
To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1, focusing on one of the following:
• The Great Depression
• World War Two

Area of Study 2 Voices for change 1965–2000
Outcome 2
On completion of this unit the student should be able to analyse and evaluate two key social, economic and political changes in late twentieth century Australia. To achieve this outcome the student will draw on one of the following:
• Australia’s involvement in the Vietnam War
• Aboriginal land rights
• Equality for women key knowledge
• New patterns of immigration key knowledge
• A global economy key knowledge

Each of the following four assessment tasks must be completed over Units 3 and 4:
• A historical inquiry
• An analysis of primary sources
• An analysis of historical interpretations
• An essay

Subject Fee: $20
Unit 3 & 4
Course Outline

Unit 3
In Informatics Units 3 and 4 students focus on data, information and information systems. In Unit 3, students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs.

In Area of Study 1 - Organisations and Data Management, students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. Students develop an understanding of the power and risks of using complex data as a basis for decision making.

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

Unit 4
In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs.

In Area of Study 1 - Data Analytics: Presenting the Findings, students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project.

In Area of Study 2 - Information Management, students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

Assessment
School-assessed Coursework for Unit 3 Outcome 1 will contribute 10 per cent to the study score.
School-assessed Coursework for Unit 4 Outcome 2 will contribute 10 per cent to the study score.

School-assessed Task will contribute 30 per cent to the study score.

End-of-year examination showing the level of achievement for Units 3 and 4 is also assessed, this will contribute 50 per cent to the study score.

School Assessed Coursework (SAC)

Unit 3 Outcome 1
Design a solution, develop it using a relational database management system, and diagrammatically represent how users interact with an online solution when supplying data for a transaction.

Unit 4 Outcome 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.

School Assessment Tasks (SAT)

Unit 3 Outcome 2
Use a range of 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. A short report that sets out a statement of a student-generated hypothesis, the conclusion that has been drawn and an outline of the findings supporting the conclusion. A collection of data sets, and information derived from them that allows a conclusion to be drawn about the hypothesis and evidence of:
- the specifications for creating the information
- acknowledgment of intellectual property
- the validation and manipulation processes and techniques used
- the methods used to secure stored and communicated data and information
A project plan (Gantt charts) indicating times, resources and tasks.

Unit 4 Outcome 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. A folio of two or three alternative design ideas and the detailed design specifications of the preferred design. A multimodal online solution that communicates the confirmation or refutation of a hypothesis, as detailed in Unit 3
- an evaluation of the effectiveness of the solution
- an assessment of the effectiveness of the project plan (Gantt chart) in monitoring project progress

End of Year Examination
The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable. The examination will contribute 50 per cent to the study score.

Subject Fee: $40
Course Outline
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.

Unit 3
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.

In Area of Study 1 – Programming Practice, 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 – Analysis and Design, students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills. This forms the first part of a project that is completed in Unit 4.

Unit 4
In this unit students focus on how the information needs of individuals and organisations 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 – Software Solutions, 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 – Interactions and Impacts, 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.

Assessment
• School-assessed Coursework for Unit 3 Outcome 1 will contribute 10 per cent to the study score.
• School-assessed Coursework for Unit 4 Outcome 2 will contribute 10 per cent to the study score.
• School-assessed Task will contribute 30 per cent to the study score.
• End-of-year examination showing the level of achievement for Units 3 and 4 is also assessed, this will contribute 50 per cent to the study score.

End of Year Examination
The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable. The examination will contribute 50 per cent to the study score.

School Assessment Tasks (SAT)
Unit 3 Outcome 2
Analyse and document a need or opportunity, generate alternative design ideas, represent the preferred solution design and formulate a project plan for creating the solution.

• An analysis that defines the requirements, constraints and scope of a solution in the form of a software requirements specification
• A folio of two to three alternative design ideas and the detailed design specifications of the preferred design
• A project plan (Gantt chart) indicating times, resources and tasks.

Unit 4 Outcome 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. A software solution that meets the software requirements specification and the results of the usability test.

• An assessment of the extent to which the project plan (GANTT chart) assisted in monitoring project progress.

School Assessed Coursework (SAC)
Unit 3 Outcome 1
Interpret designs and apply a range of functions and techniques using a programming language to develop working modules.

Unit 4 Outcome 2
Analyse 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.

Subject Fee: $80
Legal Studies

Unit 1 & 2
Course Outline
Legal Studies provides students with an analytical evaluation of the process of law-making and the methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon the lives of citizens and the implication of legal decisions on the Australian Society. This study will also assist in the development of students’ knowledge of their basic legal rights and responsibilities.

Unit 1 - Criminal Law in Action
This Unit explores the difference between legal and non-legal rules, the Victorian court hierarchy, law making by parliament and courts. It focuses on the criminal justice system including, the role of the police, the process of a criminal trial and sanctions. Areas of study include: Criminal Law and The Courtroom.

Outcomes:
• Explain the principles of criminal law and apply them to a case or cases to justify a decision.
• Evaluate the processes for the resolution of criminal disputes and analyse the capacity of these to achieve justice.

Unit 2 - Issues in Civil Law
This Unit focuses on civil dispute resolution and the processes used in civil litigation. The Unit also investigates alternative methods of dispute resolution and their effectiveness. Areas of study include: Civil Law In Action and The Law In Focus.

Outcomes:
• Explain the principles of civil law and apply them to a case to justify a decision.
• Evaluate the processes for the resolution of civil disputes and analyse the capacity of these processes to achieve justice.
• Analyse contemporary Australian law and assess its ability to reflect conflicting attitudes to meet the needs of society and contribute to social cohesion.

Assessment
Students must complete the Outcomes throughout each Semester to achieve a satisfactory result.

Examinations
All students will sit a Semester one and two examination in Legal Studies.

Subject Fee: $20

Unit 3 & 4
Course Outline
This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia.

Unit 3 - Law Making
This Unit focuses on the institutions that determine laws and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

Outcomes:
• Describe the role and effectiveness of Parliament as a law-making body, evaluate the need for change in the law and analyse the ways in which change can be influenced.
• Explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, and evaluate the effectiveness of the Commonwealth Constitution in protecting democratic and human rights.

Unit 4 - Resolution and Justice
This Unit focuses on the courts, tribunals and alternative avenues of dispute resolution, and the 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.

Outcomes:
• Describe and evaluate the effectiveness of institutions for the resolution of civil disputes and the adjudication of criminal cases and of alternative dispute resolution methods.
• Explain the elements of an effective legal system, and evaluate the processes and procedures for the resolution of criminal cases and civil disputes and discuss their effectiveness.

Assessment
Satisfactory achievement will be based on the achievement of Outcomes.

Examinations
All students will sit an end of year examination in Legal Studies.

Subject Fee: $20
Unit 1 & 2

Unit 1: Approaches to literature
In this unit students focus on the ways in which the interaction between text and reader creates meaning.

Area of Study 1: Reading practices
In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text.

Outcome 1: Student should be able to respond to a range of texts and reflect on influences shaping these responses.

Area of Study 2: Ideas and concerns in text
In this area of study students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented.

Outcome 2: Student should be able to analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

Unit 2: Context and connections
In this unit students explore the ways literary texts connect with each other and with the world.

Area of Study 1: The text, the reader and their contexts
In this area of study students focus on the interrelationships between the text, readers and their social and cultural contexts.

Outcome 1: On completion of this unit the student should be able to 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.

Area of Study 2: Exploring connections between texts
In this area of study students focus on the ways that texts relate to and influence each other.

Outcome 2: On completion of this unit the student should be able to compare texts considering the diachronic nature of texts and how they influence each other.

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.

Examinations
Students will sit both a Semester One and Semester Two examination.

Subject Fee: $20

Unit 3 & 4

Unit 3: Form and transformation
In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

Area of Study 1: Adaptations and transformations
In this area of study students focus on how the form of text contributes to the meaning of the text. Students develop an understanding of the typical features of a particular form of text and how the conventions associated with it are used, such as the use of imagery and rhythm in a poem or the use of setting, plot and narrative voice in a novel. Students use this understanding to reflect upon the extent to which changing the form of the text affects its meaning.

Outcome 1: On completion of this unit the student should be able to analyse the extent to which meaning changes when a text is adapted to a different form.

Area of Study 2: Creative responses to texts
In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as form changes to construct their own creative transformations of texts. They learn how writers develop images of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text and speculate about the writer’s purpose. In their adaptation of the tone and the style of the original text, students develop an understanding of the concerns and attitudes explored.

Outcome 2: On completion of this unit the student should be able to respond creatively to a text and comment on the connections between the text and the response.

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.

Unit 4: Interpreting texts
In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

Area of Study 1: Literary perspectives
In this area of study students focus on how different readings of texts may reflect the views and values of both writer and reader. Students consider the ways in which various interpretations of texts can contribute to understanding. They compare and analyse two pieces of literary criticism reflecting different perspectives, assumptions and ideas about the views and values of the text studied. Students identify the issues, ideas and contexts writers choose to explore, the way these are represented in the text/s and the cultural, social, historical and ideological contexts in which they were created. Students enquire into the ways readers may arrive at differing interpretations about a text and the grounds on which they are developed. Through close attention to two pieces of literary criticism reflecting different perspectives, students develop their own response to a text.

Outcome 1: On completion of this unit students should be able to produce an interpretation of a text using different literary perspectives to inform their view.

Area of Study 2: Close analysis
In this area of study students focus on detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific features and/or passages in a text contribute to their overall interpretation. Students consider features of texts including structure, context, ideas, images, characters and situations, and the language in which these are expressed. They develop their interpretations using detailed reference to the text, logical sequencing of ideas and persuasive language.

Outcome 2: On completion of this unit the student should be able to analyse features of texts and develop and justify interpretations of texts.

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.

Subject Fee: $20
Unit 1 & 2

Course Outline

The study of General Mathematics involves the study of Algebra, Arithmetic, Graphs of Linear and non-linear relations, Data analysis and Simulation, Decision and Business Maths, and Geometry and Trigonometry. This subject can be taken alone or in conjunction with Mathematical Methods.

This study is designed to enable students to:
• Develop mathematical knowledge and skills
• Apply mathematical knowledge to analyse, investigate and solve a variety of problems
• Use technology to effectively support mathematical activity.

The appropriate learning activities will enable students to develop the knowledge and skills identified in the outcomes for each Unit.

Satisfactory completion will be based on the achievement of Outcomes.
• Outcome 1 - Define and explain the key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
• Outcome 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.
• Outcome 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.

Assessment

These Outcomes will be assessed by:
• School assessed Coursework tasks throughout the year covering content from selected topics
• Two 1.5 hour examinations, at the end of each semester.

Examination

All students will sit two 1.5 hour examination at the end of each semester. One exam will consist of multiple choice and the other will consist of short answers and extended answer questions. Teachers will assume all students have access to an approved CAS calculator (Texas Instruments TI-inspire) and can have one bound book according to VCAA specifications.

Subject Fee: $20

Unit 3 & 4

Course Outline


This study is designed to enable students to:
• develop mathematical knowledge and skills
• apply mathematical knowledge to analyse, investigate and solve a variety of problems, and
• use technology to effectively support mathematical activity.

Outcomes

• Outcome 1 - Define and explain key concepts from Data Analysis and Recursion and Financial Modelling and from the two modules chosen, and use this knowledge to apply related mathematical procedures to solve routine application problems.
• Outcome 2 - Be able to select and apply the mathematical concepts, models and techniques in Data Analysis and Recursion and Financial modelling in a range of contexts of increasing complexity.
• Outcome 3 - Appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in the areas of study.

Assessment

These Outcomes will be assessed by
Data Analysis Application Task 1: Students will spend approximately 4-6 hours of class time over 1-2 weeks on an extended application of a set of data.
Analysis Task 2: Students will complete a modelling or problem solving task over a 2-3 hours of class time over a period of 1 week.
Analysis Task 3: A problem solving or modelling task with increasing levels of complexity.
Analysis Task 4: A problem solving or modelling task with increasing levels of complexity.

Examination

All students will sit two 1.5 hour examinations in November covering Data Analysis and Recursion and Financial modelling and the two selected modules. Examiners will assume students have access to a CAS calculator and one bound reference, as specified by VCAA. Examination 1 is multiple choice. Examination 2 consists of three sections equally weighted. Exam 1 contributes 33% to the study score, Exam 2 contributes 33% and internal assessment contributes 34%.

Subject Fee: $20
Unit 1 & 2

Course Outline
Mathematical Methods Units 1 and 2 are designed as a preparation for Mathematical Methods Units 3 and 4. Units 1 and 2 may be taken alone or in conjunction with Specialist Mathematics. The material presented in Units 1 and 2 is done so to give a balanced and progressive development of skills across the study areas of Functions and Graphs, Algebra, Rates of Change and Calculus, Probability. Use of technology, such as CAS calculators, will be incorporated throughout the course.

This study is designed to enable students to
• develop mathematical knowledge and skills
• apply mathematical knowledge to analyse, investigate and solve a variety of problems, and
• use technology to effectively support mathematical activity.

Satisfactory completion will be based on the achievement of Outcomes.
• Outcome 1 - Define and explain key concepts from Functions and Graphs, Algebra, Rates of Change and Calculus, Matrices and Probability; and apply a range of related mathematical routines and procedures.
• Outcome 2 - Apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics.
• Outcome 3 - Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment
These Outcomes will be assessed by
Task 1: An aggregate result of technology free tasks
Task 2: An aggregate result of technology enabled tasks
Task 3: Unit examinations as outlined below

Examinations
All students will sit two examinations at the end of each semester. Exam 1 will consist of short answer questions and will run for 1 hour where students may not use any reference materials or calculators of any type. Exam 2 will consist of multiple choice and extended answer questions and run for an hour and a half, where students may use an approved CAS calculator (TI-nspire CAS calculator) and have one bound reference according to VCAA specifications.

Subject Fee: $20

Unit 3 & 4

Course Outline
The study of Mathematical Methods (CAS) focuses on Functions and Graphs, Algebra, Calculus and Probability.

This study is designed to enable students to
• develop mathematical knowledge and skills
• apply mathematical knowledge to analyse, investigate and solve a variety of problems, and
• use technology to effectively support mathematical activity.

Satisfactory completion will be based on the achievement of Outcomes.
• Outcome 1 - Define and explain key concepts from Functions and Graphs, Algebra, Calculus and Probability. To apply a range of related mathematical routines and procedures.
• Outcome 2 - Apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics.
• Outcome 3 - Appropriately use a computer algebra system and other technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches.

Assessment
These Outcomes will be assessed by
Application Task 1: A problem solving or modelling task with increasing levels of complexity.
Assessment Task 2: A test involving all topics covered in Term 1.
Assessment Task 3: A test involving all topics covered in Unit 3.
Analysis Task 1: Students will spend approximately 2 - 4 hours of class time over 1 - 2 days on a short focused investigation which may be a challenging problem or a modelling task.
Analysis Task 2: Students will satisfactorily complete a test consisting of a set of application questions requiring extended response and a collection of multiple choice.

Examinations
All students will sit two examinations in November. The first examination is one hour and is a collection of short answer and some extended answer questions based on all areas of study. No calculators or notes are permitted. The second examination is two hours and is a collection of multiple choice questions and extended answer questions covering all areas of study. Examiners will assume all students have access to a CAS calculator and one bound reference according to VCAA specifications. Exam 1 contributes 22% to the study score. Exam 2 contributes 44% and internal assessment contributes 34%.

Subject Fee: $20
Unit 1 & 2
Course Outline
The study of Specialist Mathematics focuses on Algebra and Structure, Arithmetic and Number, Discrete Mathematics, Geometry, Measurement & Trigonometry, Graphs of Linear and non-linear relations and Statistics. This course is designed to prepare students for Specialist Mathematics Unit 3&4. Student must be concurrently enrolled in Mathematical Methods Unit 1&2 or have completed it prior to this year.

This course is designed to enable students to:
• be able to define and explain key concepts in relation to the topics from the selected areas of study and apply a range of related mathematical routine and procedures.
• be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

Assessment
Demonstration of achievement of Outcome 1 should be based on the student’s performance on a selection of the following assessment tasks:
• assignments
• tests
• summary or review notes.

Demonstration of achievement of Outcome 2 should be based on the student’s performance on a selection of the following assessment tasks:
• modelling tasks
• problem-solving tasks
• mathematical investigations.

Demonstration of achievement of Outcome 3 should be based on the student’s performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for the effective and appropriate use of technology.

Examinations
All students will be required to undertake two examinations in each semester. One examination will be technology and bound reference free containing short answer questions; the other examination will be technology and bound reference enabled and will contain multiple choice and extended response questions.

Subject Fee: $20

Unit 3 & 4
Course Outline
The study of Specialist Mathematics focuses on Functions and Graphs, Algebra, Calculus, Vectors, Mechanics and Probability and Statistics. Students must be concurrently enrolled in Mathematical Methods Unit 3&4 or have completed it prior to this year.

This course is designed to enable students to:
• be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
• be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in
• be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

School based Assessment
Unit 3
One Application task
A mathematical investigation of a practical or theoretical context involving content from two or more areas of study, with the following three components of increasing complexity:
• introduction of the context through specific cases or examples
• consideration of general features of the context
• variation or further specification of assumption or conditions involved in the context to focus on a particular feature or aspect related to the context.
The application task is to be of 4–6 hours duration over a period of 1–2 weeks.

School assessed coursework for Unit 3 contributes 17%

Unit 4
Two Modelling or Problem Solving Tasks
One of the modelling or problem-solving tasks is to be related to the Mechanics or Probability and Statistics area of study.
The modelling or problem-solving tasks are to be of 2–3 hours duration over a period of 1 week.

School assessed coursework for Unit 4 contributes 17%

External Assessment - Examinations
All of the content from the areas of study and the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.
There are two exams in Specialist Mathematics. Examination 1 is a technology and bound reference free exam consisting of short answer questions. Examination 2 is a technology and bound reference enabled exam with multiple choice and extended response questions. Examination 1 contributes 22% whilst Examination 2 contributes 44%.

Subject Fee: $20
Unit 1 & 2

Course outline
The study of Foundation Mathematics provides for the continuing mathematical development of students entering VCE needing mathematical skills to support their other VCE subjects including VET. Foundation Mathematics is designed for students who do not intend to undertake Unit 3 & 4 Mathematics in the following year.

In Foundation Mathematics there is a strong emphasis on using mathematics in practical context relating to everyday life, personal work and study. The appropriate learning activities will enable students to develop the knowledge and skills identified in the outcomes for each Unit.

Areas of study: ‘Space, Shape and Design’, ‘Patterns and Number’, ‘Handling data’, and ‘Measurement’.

Satisfactory completion will be based on the achievement of Outcomes.

- Outcome 1 - Use confidently and competently mathematical skills and concepts from the areas of study of ‘Space, Shape and Design’, ‘Patterns and Number’, ‘Handling Data’, and ‘Measurement’.
- Outcome 2 - Apply and discuss basic mathematical procedures in contexts relating to familiar situations, personal work and studies.
- Outcome 3 - Select and use technology to apply mathematics in a range of practical contexts.

Assessment
These Outcomes will be assessed by:
Assessment 1: Assignments and practical applications
Assessment 2: Summary or review notes and worksheets
Assessment 3: Tests
Assessment 4: A report on an application or use of mathematics
Assessment 5: A presentation in oral, written, poster or multimedia format on mathematics encountered in the study of another VCE subject, part time work or work experience location or in daily experience.

Examinations
An examination will run during the exam period.

Subject Fee: $60
Unit 1 & 2

Course Outline

VCE Media is the study of media texts, technologies and processes considered from various perspectives including their structure and features, their industry production and distribution context, audience reception and the impact of media in society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products including: audiovisual media (film, television, radio, video, photography), print-based media (newspapers, magazines and related publications) and digital media technologies (the Internet, computer games and interactive multimedia).

Unit 1: Representation and technologies of representation

The purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. The unit involves the study of the implications of media technology for the individual and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the construction of meaning in media products, the role and significance of selection processes in their construction, and the creative and cultural implications of new media technologies.

Area of Study 1

Representation

This area of study focuses on an analysis of media representations and how such representations present, for example, events, people, places and organisations.

Outcome 1 - On completion of this unit the student should be able to describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.

Outcome 2 - On completion of this unit the student should be able to produce and compare media representations in two or more media forms and compare the representations produced by the application of different media technologies.

Outcome 3 - On completion of this unit the student should be able to discuss the creative and cultural implications of new media technologies for the production and consumption of media products.

Unit 2: Media production and the media industry

This unit will enable students to develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students 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. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

Outcome 1 - On completion of this unit the student should be able to explain the media production process and demonstrate specialist production skills within collaborative media productions.

Outcome 2 - On completion of this unit the student should be able to discuss media industry issues and/or developments relating to the production stages of a media production and specialist roles within the media industry.

Outcome 3 - On completion of this unit the student should be able to describe characteristics of Australian media organisations and discuss the social and industrial framework within which such organisations operate. To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 3.

Assessment

Satisfactory completion will be based on the achievement of set outcomes. Set tasks throughout the Semester will be graded and form the basis for the Unit results. Satisfactory completion is awarded upon satisfactory completion of all Outcomes.

Examinations

All students will sit both a Semester One and Semester Two examination, relating to the set outcomes completed throughout each Semester.

Subject Fee: $60

Unit 3 & 4

Course Outline

This unit provides students with opportunities to develop their understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional film, radio or television programs. In this context students also consider how production and story elements structure narratives to engage an audience. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They design a media production for a specific media form with the relevant specifications presented as a written planning document with visual representations.

Outcome 1 - On completion of this unit the student should be able to analyse the nature and function of production and story elements in fictional media texts and discuss how combinations of these elements structure the narrative to engage an audience.

Outcome 2 - On completion of this unit the student should be able to use a range of technical equipment, applications and media processes to present ideas, achieve effects and explore aesthetic qualities in production design plan specification areas appropriate to media form.

Outcome 3 - On completion of this unit the student should be able to prepare a media production design plan incorporating the specifications appropriate for the chosen media product.

Unit 4

This unit allows students to further develop practical skills in the production of media products and to realise a production design. Organisational and creative skills are refined and applied throughout this process. In this unit students also analyse the ways in which media texts are shaped by social values and the influence of social values in the representation and structure of a media text. The role and influence of the media is also critically analysed in this unit.

Outcome 1 - On completion of this unit the student should be able to produce a media product for an identified audience from the media production design plan prepared by the student in Unit 3.

Outcome 2 - On completion of this course the student should be able to discuss the ways in which social values shape the content of media texts and analyse how social values are reflected in a text.

Outcome 3 - On completion of this unit the student should be able to discuss theories of media influence and analyse debates about the nature and extent of media influence.

Assessment

Units 3 & 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In the study of Media the student’s level of achievement will be determined by School-assessed Coursework, a School-assessed Task and an end-of-year examination. Percentage contributions to the study score in Media are as follows:

• Unit 3 School-assessed Coursework: 8%
• Unit 4 School-assessed Coursework: 12%
• Unit 3 and 4 School-assessed Task: 35%
• End of year examination: 45%

Subject Fee: $60
Outdoor & Environmental Education

Unit 1 & 2
Course Outline
Students will learn the new ways in which humans understand and relate to nature through experiences of outdoor environments. Students will also look at the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on the outdoor environment.
Practical outdoor experiences provide students with the opportunity to observe and experience various ways of encountering and understanding nature. Through their outdoor experiences students will also develop practical skills and knowledge to help them live sustainably in outdoor environments.
Students will be required to attend a wide range of outdoor activity excursions, including overnight camps.

Unit 1: Exploring outdoor experiences
In this unit students examine personal motivations for and responses to nature, and the ways that others respond to, understand and value outdoor experiences.

Outcomes
• Describe motivations for participating in and personal responses to outdoor environments.
• Describe ways of knowing and experiencing outdoor environments and evaluate factors that influence the outdoor experiences.

Unit 2: Discovering outdoor environments
In this area of study students will look at the characteristics of a variety of outdoor environments, including those visited during practical experiences. They will also focus on human activities undertaken in outdoor environments and their impacts on those environments.

Outcomes
• Describe the characteristics of different outdoor environments and analyse a range of understandings of these environments.
• Evaluate human impacts on the outdoor environments and analyse procedures for promoting positive impacts.

Assessment
The award of satisfactory completion of these Units is based on a decision that the student has demonstrated achievement of the set Outcomes specified for the Unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designed for the Unit. Students will be required to attend practical experiences to satisfactorily complete these Units.

Examinations
All students will sit an exam each semester.

Subject Fee: $400

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Unit 3 & 4
Course Outline
This study focuses on the ecological, historical and social contexts of relationships between humans and outdoor education environments in Australia, and the sustainability and management of natural environments. Attendance on practical activities is a requirement of this course. Outdoor activities that maybe undertaken in this study include: Canoeing, snorkelling, surfing, sea kayaking, bushwalking and mountain bike riding.

Unit 3 - Relationships with outdoor environments
This area of study explores how Australians have understood and interacted with outdoor environments over time. Students also examine current relationships between humans and outdoor environments.

Outcomes:
• Explain and evaluate how relationships with outdoor environments have changed over time.
• Analyse and evaluate factors influencing contemporary relationship with outdoor environments.

Unit 4 - Sustainable outdoor relationships
This area of study explores the contemporary state of environments in Australia and the importance of natural environments for individuals and society. Students will also focus on the sustainability of environments in order to support the future needs of ecosystems, individuals and society, and the skills needed to be an environmentally responsible citizen.

Outcomes:
• Evaluate the contemporary state of Australian outdoor environments, and analyse the importance of healthy outdoor environments.
• Analyse conflicts of interest over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments.

Assessment
Demonstrations of achievement of outcomes within the study are based on the student’s performance on a selection of assessment tasks. For Units 3 & 4 the assessment tasks may include: practical reports; tests; short essay; analysis of data; written report. Students will be required to attend practical experiences to pass these units.

Examinations
Students will have an end of year examination at the completion of Unit 4. It will assess the understanding of work covered in both Units.

Subject Fee: $400
Unit 1 & 2

Course Outline
VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

Unit 1 - The human body in motion
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.

Outcomes
- How does the musculoskeletal system work to produce movement?
- How does the cardiorespiratory system function at rest and during physical activity?

Unit 2: Physical activity, sport and society
This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Outcomes
- What are the relationships between physical activity, sport, health and society?
- What are the contemporary issues associated with physical activity and sport?

Assessment
The award of satisfactory completion for a unit is based on the teacher’s decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Examinations
All students will sit both Semester One and Semester Two examinations.

Subject Fee: $20

Unit 3 & 4

The study focuses on the concept of physical fitness, training methods and principals, the contribution of energy systems to performance in physical activity and the health benefits to be gained from participation in regular physical activity.

Comprises of the following areas of study:
1. Monitoring and promotion of physical activity
2. Physiological requirements of physical activity
3. Enhancing fitness through training
4. Strategies for enhancing sports performance

Unit 3 – Physiological and participatory perspectives of physical activity
This Unit introduces students to an understanding of physical activity from a physiological perspective. It explores the contribution of energy systems to performance in physical activity, as well as the health benefits to be gained from participation in regular activity.

Outcomes:
- Analyse individual and population levels of participation in physical activity and evaluate strategies that promote adherence to the National Physical Activity Guidelines.
- Analyse the role and relative contribution of the energy systems during activity.

Unit 4 – Enhancing physical performance
In this Unit students consider the manner in which fitness can be improved by the application of appropriate training principles and methods and participation in activity data collection, fitness testing and fitness training. It focuses on a range of factors and strategies that influence improvement and limit performance in physical activities.

Outcomes:
- Enhancing fitness through training
- Strategies for enhancing sports performance

Assessment
Demonstration of achievement of outcomes within the study must be based on the student's performance on a selection of assessment tasks. For Units 3 & 4 the assessment tasks include: A written report, Structured questions, A laboratory activity and report and Data analysis.

Examinations
Students will have an end of year examination at the completion of Unit 4. It will assess the understanding of work covered in these Units. Further tests may be used to satisfy completion of the outcomes of this Unit.

Subject Fee: $20
Unit 1 & 2
Course Outline
VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students examine classical and contemporary research, models and theories to understand how knowledge in physics has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of physics leads students to appreciate the interconnectedness of the content areas both within physics, and across physics and the other sciences.

Unit 1
Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Subject Fee:
$60

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

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

On completion of this unit the student should be able explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

Unit 2
In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrophysics, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

On completion of this unit the student should be able to investigate, analyse and mathematically model the motion of particles and bodies.

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.

Assessment
Units 1 & 2 are assessed within the school. A variety of means are used for assessment, including practical work, assignment, presentation, questions from text and tests. Set tasks throughout the Semester will be graded and form the basis for the Unit result. Satisfactory completion of a Unit is dependent upon satisfactory completion of all Outcomes.

Examinations
All students will sit both a Semester One and Semester Two examination, relating to the set outcomes completed throughout each Semester. Students also have to complete a detailed study and an independent investigation in Semester Two.

Unit 3 & 4
Course Outline
This study is designed to enable students to become familiar with the language, methods and major ideas of physics as well as prepare for careers in physics and physics-based technological areas.

Unit 3:
This unit examine:
1. The similarities and differences between three fields: gravitational, electric and magnetic.
2. The production, distribution and use of electricity has had a major impact on human lifestyles.
3. The use of Newton’s laws of motion to analyse relative motion, circular motion and projectile motion

Outcomes:
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.
• Analyse and evaluate an electricity generation and distribution system.
• 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.

Unit 4:
This unit examine:
1. How can waves explain the behaviour of light?
2. How are light and matter similar?
3. A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4.

Outcomes:
On completion of this unit the student should be able to:
• To apply wave concepts to analyse, interpret and explain the behaviour of light.
• Provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.
• Design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

Entry
Students must undertake Unit 3 prior to undertaking Unit 4

Assessment
School assessed coursework consists of summary reports of selected practical activities, answers to a range of qualitative and quantitative questions related to outcomes and data analysis and extended practical investigation.

Unit 3 school-assessed coursework 21%
Unit 4 school-assessed coursework 19%
End of year examination 60%

Examinations
All Physics students will sit an end of year examination.

Subject Fee: $60
Unit 1 & 2

Course Outline
The study of Product Design and Technology focuses on the development of a product that meets the needs and expectations of a client and/or an end user. The unit also focuses on social, environmental and economic trends, availability of resources, technological development and manufacturing in industry. The role and influence of product promotion and methods of caring for the product are also considered.

Unit 3 & 4

Course Outline
The study of Product Design and Technology focuses on the development of a product that meets the needs and expectations of a client and/or an end user. The unit also focuses on social, environmental and economic trends, availability of resources, technological development and manufacturing in industry. The role and influence of product promotion and methods of caring for the product are also considered.

Unit 3 - Applying the product design process
Three areas of study. These are:
- The designer, client and end user in product development - The student should be able to explain the roles of a designer, client and/or end user in the design process and its initial stages, including investigating and defining a design problem, and explain how the design process leads to product design development.
- Product development in industry - The student should be able to explain and analyse influences on the design, development and manufacture of products within industrial settings.
- Designing for others - The student should be able to present a portfolio that documents the design process used while working as a designer to meet the needs of a client and/or end user and demonstrate the process used to meet those needs.

Unit 4 - Product development and evaluation
Three areas of study. These are:
- Product analysis and comparison - The student should be able to compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.
- Product manufacture - The student should be able to 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.
- Product evaluation - The student should be able to evaluate the outcomes of the design, planning and production processes, explain the product’s design features to the client and/or end user and outline its care requirements.

Assessment
Satisfactory completion will be based on the achievement of Outcomes.
Set tasks throughout the Semester will be graded and form the basis for the Unit result. Satisfactory completion is awarded upon completion of all Outcomes.

Examinations
All students will sit both a Semester one and a Semester two examination in Design and Technology.

Subject Fee:
- Textiles $130
- Wood $130

Product Design & Technology: Textiles or Wood

Unit 1 - Product re-design and sustainability
Two areas of study. These are:
- Product re-design for improvement - The student should be able to 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.
- Producing and evaluating a re-designed product - The student should be able to use and evaluate materials, tools, equipment and processes to make a re-designed product and compare the finished product with the original design.

Unit 2 - Collaborative Design
Two areas of study. These are:
- Designing within a team - The student should be able to design and plan a product, a product range or a group product in response to a design brief based on a common theme, both individually and within a team.
- Producing and evaluating a collaboratively designed product - The student should be able to 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 sustainability of the product against the design brief.

Assessment
Satisfactory completion will be based on the achievement of Outcomes.
Set tasks throughout the Semester will be graded to form the basis for the Unit result. Satisfactory completion is awarded upon the completion of all Outcomes.

Examinations
All students will sit both a Semester one and a Semester two examination in Design and Technology.

Subject Fee:
- Textiles $130
- Wood $130
Unit 1 & 2

Course Outline
Unit 1: How does the brain function?
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.

Outcome 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.

Outcome 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.

Outcome 3: Student Directed Research Investigation
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.

Unit 2: How do external factors influence behaviour and mental processes?
In this unit, students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Outcome 1: What influences a persons 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.

Outcome 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.

Outcome 3: Student Directed Research Investigation
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
Students will need to demonstrate achievement for each unit via a selection of school-based tasks selected by the teacher, which may include tests, essays, posters, multimedia presentations, empirical research activities and research reports. All students will sit a Semester One and Semester Two Examination.

Subject Fee: $20

Unit 3 & 4

Unit 3: How does the nervous system enable psychological functioning?
The nervous system influences behaviour and the way people experience the world. 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.

Outcome 1: How does the nervous system enable psychological functioning?
On completion of this unit, the student should be able to 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.

Outcome 2: How do people learn and remember?
On completion of this unit, the student should be able to 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.

Unit 4: How is wellbeing developed and maintained?
Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. 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.

Outcome 1: How do levels of consciousness affect mental processes and behaviour?
On completion of this unit, the student should be able to 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.

Outcome 2: What influences mental wellbeing?
On completion of this unit, the student should be able to 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.

Outcome 3: Practical Investigation
On completion of this unit, the student should be able to design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

Assessment
Students will need to demonstrate achievement for each unit via a selection of school-based tasks selected by the teacher, which may include an essay, test, visual presentation, evaluation of research, data analysis, media response, ERA or oral presentation. Unit 3 school-assessed coursework 16% Unit 4 school-assessed coursework 24% End of year examination 60%

Examinations
Students will sit an end of year examination

Subject fee: $20
**Unit 1 & 2**  
Course outline

**Unit 1: Studio inspiration and techniques**  
In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present 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.

**Unit 2: Studio exploration and concepts**  
In this unit, students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process.  
Through the study of art movements and styles, students begin to understand the use of other artists’ work in the making of new artworks. Students also develop skills in the visual analysis of artworks.  
Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art. Analysis is used to understand the artists’ ideas and how they have created aesthetic qualities and subject matter. Comparisons of contemporary art with historical art styles and movements should be encouraged.  
The exhibition of artworks is integral to Unit 2 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.

**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. These outcomes include production of artworks including exploratory work, and investigative folio, written assignments and an examination.

**Examinations**  
Examinations will be conducted for both Unit one and Unit two.

**Subject fee:** $120

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**Unit 3 & 4**  
Course outline

**Unit 3: Studio practices and processes**  
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.

**Unit 4: Studio practice and art industry contexts**  
In this unit students focus on the 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.

**Assessment**  
Satisfactory assessment is based on the student achieving a set of outcomes that includes two school assessed tasks (SAT’s) based on the design process and the exploration proposal and a folio of artworks and the associated focus, reflection and evaluation documents. Each SAT is worth 33% of the final assessment. There is an end of year examination that is based upon the work done for professional art practices and styles and art industry contexts. This examination is worth 34% of the final assessment.

**Examinations**  
Students are to sit an end of year exam assessed by the VCAA.

**Subject fee:** $120
Unit 1 & 2
Course Outline
Unit 1 - Pre-modern theatre
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 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. Students who enrol in Theatre Studies may elect to act or work backstage in Production.

Area of Study
Outcomes
• On completion of this unit the student should be able to identify and describe the distinguishing features of pre-modern era theatre playscripts.
• On completion of this unit the student should be able to apply acting and other stagecraft to interpret playscripts from the pre-modern era.
• On completion of this unit the student should be able to analyse a performance of a playscript. Please note students will be required to attend a production for this outcome which may occur outside of regular school hours.

Unit 2 - Modern theatre
In this unit students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance. Theatrical movements in the modern era include Epic Theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre (contemporary theatre that incorporates a range of theatrical styles), Physical theatre, Verbatim theatre, Theatre in Education.

Area of Study
Outcomes
• On completion of this unit the student should be able to identify and describe the distinguishing features of modern era theatre playscripts.
• On completion of this unit the student should be able to apply stagecraft to interpret playscripts from the modern era.
• On completion of this unit the student should be able to analyse and evaluate stagecraft in a performance of a playscript. Please note students will be required to attend a production for this outcome which may occur outside of regular school hours.

Assessment
Set tasks throughout the semester will be graded and form the basis for the unit result. Satisfactory completion is awarded upon satisfactory completion of all work.

Examinations
Unit 1 content will be assessed through a written exam at the end of semester one. Unit 2 content will be assessed through a written exam and a performance exam at the end of Semester Two. Please be advised that students enrolled in Theatre Studies are required to attend excursions to see two professional productions and to attend production shows and rehearsals which may occur outside of regular school hours.

Unit 3 & 4
Course Outline
Unit 3 - Playscript interpretation
In this unit students develop 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 playscript excerpts. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 and 4 Playlist and analyse and evaluate the interpretation of the playscript in the performance.

Areas of Study
Production Processes; Theatrical Interpretation; Production Analysis

Outcomes
• apply stagecraft to interpret a playscript for performance to an audience.
• document an interpretation of excerpts from a playscript and explain how stagecraft can be applied in the interpretation.
• analyse and evaluate the interpretation of a written playscript in production to an audience. Please note, this outcome will require students to attend a production which may occur outside of regular school hours.

Unit 4
In this unit students study a scene and associated monologue from the Theatre Studies Stagecraft Examination Specifications published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation. Students’ work for Outcomes 1 and 2 is supported through analysis of a performance they attend selected from the prescribed VCE Theatre Studies Unit 4 Playlist.

Areas of Study
Monologue Interpretation; Scene Interpretation; Performance Analysis

Outcomes
• Interpret a monologue from a playscript through acting and directing or design and justify interpretive decisions.
• Develop a theatrical treatment that presents an interpretation of a monologue and its prescribed scene.
• Analyse and evaluate acting in a production. Please note, this outcome will require students to attend a production which may occur outside of regular school hours.

Assessment
Unit 3 & 4 are assessed within the school (through practical activities and assignments) and by external examinations.

Examinations
All students will sit two external exams. Both of these occur at the end of the year. One is a performance exam on their interpretation of a prescribed monologue, the other is a written exam covering all content from unit 3 & 4. Please be advised students enrolled in Theatre Studies are required to attend excursions to see two professional productions and to attend production shows and rehearsals which may occur outside of regular school hours.

Subject Fee: $200
**Unit 1 & 2**

**Course Outline**
The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Visual Communication Design relies on drawing as the primary component of visual language and emphasises the importance of developing a variety of drawing skills to visualise thinking.

**Unit 1 - Drawing as a means of communication**
In this unit students are introduced to three stages of the design process: researching designers, generating ideas and applying design knowledge and drawing skills to develop concepts. This unit focuses on using visual language to communicate messages, ideas and concepts. Students apply design thinking and drawing skills to folio tasks and develop an understanding of how design elements and principles affect visual messages.

Outcomes:
- Use manual, three-dimensional and/or digital methods to create drawings for different purposes
- Explore and apply design elements and principles to satisfy a stated purpose
- Describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

**Unit 2 - Applications of Visual Communication Design**
This unit focuses on the application of Visual Communication Design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use drawing methods that incorporate the use of technical drawing to communicate information and ideas associated with the environmental or industrial fields of design, and investigate how typography and imagery are used in Visual Communication Design. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

Outcomes:
- Create presentation and technical drawings that communicate information and ideas for the fields of Industrial and Environmental design.
- Develop knowledge and skills in manipulating and creating typography
- Use the design process to create a final presentation in response to a brief

**Assessment**
Tasks will be set to combine both practical and folio based work and written research topics. A satisfactory result is awarded upon satisfactory completion of all outcomes.

**Examinations**
All Visual Communication Design students will sit both a Semester One and Semester Two examination, relating to the set outcomes completed throughout the year.

**Subject Fee:** $60

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**Unit 3 & 4**

**Course Outline**
Units 3 and 4 focuses on the development, refinement and production of visual communication solutions using the design process to satisfy a brief. Students create a practical folio of drawings and computer-generated graphics and undertake a range of investigations that explore the roles of professionals in the design community and analyse existing examples of visual communication design.

**Unit 3 - Design thinking and practice**
In this unit students gain an understanding of the process designers employ to structure their thinking and communication methods. Through practical investigation and analysis of existing visual communications, students gain insight into they can create effective visual communications for specific audiences and purposes. They establish a brief and undertake investigation work that underpins that developmental and refinement work undertaken in their Unit 4 folio.

Outcomes:
- Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
- Describe how visual communications are designed and produced in the design industry
- Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

**Unit 4 - Design development and presentation**
The focus of this unit is the development of design concepts and final presentations of visual communications to meet the requirements of the brief. This involves applying the design process to meet the needs stated in the brief created in Unit 3. Students continue the design process by developing and refining concepts, and present and evaluate their design solutions.

Outcomes:
- Develop, select and refine concepts that satisfies the requirements of a brief
- Produce final visual communication presentations
- Devise a pitch to present, explain and evaluate their visual communications to an audience

**Assessment**
Tasks will be set to combine both practical and folio based work and written research topics. A satisfactory result is awarded upon satisfactory completion of all outcomes.

- Unit 3 school-assessed coursework 20%
- Unit 4 school-assessed coursework 5%
- Unit 4 school-assessed task 40%
- End of year examination 35%

**Examinations**
The end of year exam will focus on knowledge of drawing systems and skill in drawing and rendering; development of solutions to visual communication problems; analysis and evaluation of examples of visual communication and processes and procedures used to produce visual communications.

**Subject Fee:** $60
What is VET?
Vocational Education and Training refers to enhanced senior school studies, which enable a secondary student to combine their VCE or VCAL studies with vocational training.

Features of VET
- VET is usually a two year program combining general VCE/VCAL studies with accredited vocational education and training.
- It enables students to complete a nationally recognised vocational qualification (e.g. Certificate II in Community Service Work) and the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied learning (VCAL) at the same time.
- VET allows students to go directly into employment or receive credit towards further study.
- Important Industry Specific Skills and workplace skills are learnt through the VET program.

How does VET work?
A VET in Schools program is usually made up of VCE VET units which are delivered by registered training organisations, the students’ school, another school within the Hobsons Bay Cluster, or at TAFE.

Structured Workplace Learning (SWL)
Students undertake work with an employer that enables the student to demonstrate their acquired skills and knowledge in an industry setting. During the Structured Workplace Learning, a student will have specific tasks to undertake in order to demonstrate competence. Students will be regularly monitored and may be assessed on the job.

Contribution to the VCE
VET is fully incorporated into the VCE. Key features include:
- VET programs usually have 1-4 structure.
- Of the 16 units that make up the VCE, an unlimited number can be VET.
- Up to three sequences other than English, can be approved VCE VET unit 3 and 4 sequences.
- VET programs contribute directly to the ATAR with a study score derived from scored assessment or as 10% as a 5th or 6th subject. However, in some instance there is nil contribution towards ATAR when units are at 1 and 2 level only.
- Contribution to the VCAL
- Contributes to the satisfactory completion of the VCAL - Industry Specific Skills
- 100 hours of VET gains one VCAL credit. This usually represents one semester of classes.

Please note: Year 10 students are able to enrol in Year 1 VET certificate.
Advantages of studying VET

VET increases Students’ Learning Potential
- Broadens VCE/VCAL options.
- Develops the students’ capacity to make decisions and solve problems.
- Helps students to gain confidence and improve communication and interpersonal skills through learning in an adult environment.
- Matches student interest and career directions through the provision of strong pathways.

VET Gives National Qualifications and Skills
- Upon successful completion of the program, students are awarded a nationally accredited vocational training certificate.
- VET qualification articulates directly into further education and training at TAFE. Eg CERT II in Automotive Technology provides students with a pre-apprentice in this industry area.
- VET provides access to a range of different technologies related to the workplace.

VET Prepares Students for the Workforce
- Expands post school opportunities.
- Provides the opportunity to trial a career. Helps students explore possible areas of interest, which promote further study and work choices.
- Allows students to develop strong links with industry and local community employers. Students may be offered part-time or casual work.
- Improves employment prospects.
- Helps students gain knowledge of employer’s expectations and real working conditions.
- Develops student’s capacity for co-operation, teamwork and leadership skill development.
- Assists the transition from school to work.

Examples of Employment Opportunity

Building and Construction (Carpentry/Bricklaying)
Labourer, Contractor, Inspector, Site Manager, Surveyor, Project Manager, Driver, Crane Operator, Administration.

Business Administration (Office Administration)
Administrative Assistant, Receptionist, Secretary, Information Officer, Customer Service Officer.

Community Services
Social Worker, Nursing, Psychologist, Counsellor, Nanny, Youth Worker, Rehabilitation, Residential Care Worker, Welfare Officer, Personal Carer, Physiotherapist, Occupational Therapist.

Dance
Choreographer, Community Dance Worker, Dance Teacher, Dance Therapist

Engineering

Hospitality
Executive Chef, Senior Cook, Apprentice Cook, Kitchen Hand, Cocktail/Lounge or Food Waiter, Bar Manager, Bar Attendant, Housekeeper, Room Attendant, Front Office, Manager, Duty Manager, Receptionist, Accounts Clerk, Concierge, Porter.

Information Technology and CISCO

Multimedia and Creative Industries (Media)
Web Site Supervisor, Project Manager, Graphic Designer, Animator, Script Writer, Editor, Video/Sound Producer, Sound Editor, System Designer, Programmer, Network Administrator, Special Effects Engineer, Producer, Director, Publisher, New Product Developer.

Music
Vocalist, Musician, Music Retailer, Venue Manager, Music Director, Promoter, Production Crew Member, Stage Manager.

Sport and Recreation
Aerobic Instructor, Fitness Instructor, Physical Education Teacher, Sports Management/Administrator, Sports Coach, Recreational Officer, Sportsperson, Leisure and Cultural Service Officer, Outdoor Recreation Activity Leader, Dietician, Nutritionist, Physiotherapist, Referee, Broadcasting and Sports Journalism.
Unit 1, 2, 3 & 4

VET: Certificate III in Allied Health Assistance
Course Outline

Certificate III in Allied Health Assistance covers workers who, under direct supervision, provide assistance to allied health professionals. Core units of competency in the program include: assist with an allied health program; recognised healthy body systems in a health care context and assist with client movement.

Unit 1 & 2
Units of Competencies involved in: Certificate III in Allied Health Assistance
- Communicate and work effectively in health
- Comply with infection control policies
- Participate in WHS processes
- Apply first aid
- Respond effectively to behaviours of concern
- Work effectively with others
- Use business equipment and resources
- Prepare and maintain beds
- Follow safe manual handling practices
- Transport clients
- Maintain high standard of client service
- Assist in client movement
- Contribute to effective workplace relation

Unit 3 & 4
Units of Competencies involved in: Certificate III in Allied Health Assistance
- Interpret and apply medical terminology appropriately
- Assist with an allied health program
- Work effectively with culturally diverse clients and co-workers
- Organise workplace information
- Apply the principles of confidentiality, privacy and security within the medical environment
- Work effectively with Aboriginal and/or Torres Strait Islander people
- Recognise healthy body systems in a health care context
- Support the care of clients

Pathways
Certificate III in Allied Health Assistance may lead to employment as an allied health assistant in the areas of podiatry, physiotherapy, speech, pathology or occupational therapy. Through a higher education pathway, future employment outcomes may include physiotherapist, pharmacist, dietitian or doctor.

Year 1 & 2

VET Applied Fashion Design and Technology
Course Outline

The aims of VET Fashion Design and Technology is to teach the understanding and interpretation of fashion design in a method that combines pattern design development and garment assembly. The course is provided through College of Fashion Design and delivered at Point Cook Senior Secondary College.

There are many business opportunities in Australia for designers/makers with ‘hand-on’ skills in pattern making and garment construction.

Year 1
The course focuses on developing practical patternmaking and garment construction skills as students learn to design a range of garments based on their own measurements. Students learn how to use the SITAM AB drafting system to make personalized patterns and construct a T shirt, skirt, trousers and fitted bodice as well as develop a portfolio of designs and an understanding of the fashion industry.

Required modules:
- Using a Sewing Machine
- Sew Components
- Modify patterns to create basic styles
- Draw and interpret a simple sketch
- Design and produce a simple garment
- Identify design process for fashion designs
- Follow defined OH & S policies and procedures
- Apply quality standards
- Work in the textiles, clothing and footwear industry

Year 2
Certificate III is the second year of your fashion course, where students will design and draft patterns to their own measurements and make up a coordinated range of 3 garments. All this is done with the SITAM AB drawing tool, a tool that teaches how to draw the human figure in various poses and also relates back to the pattern drafting tool. This Certificate also teaches the ability to draw the different parts of the garment with the necessary design principles and elements.

Required modules:
- Participate in environmentally sustainable work practices
- Prepare and produce a sewn garment
- Prepare a design concept for a simple garment
- Identify fabrics and fibres
- Embellish garment by hand or machine

Assessment
Satisfactory completion of each competency.

Pathways
Certificate III in Allied Health Assistance may lead to employment as an allied health assistant in the areas of podiatry, physiotherapy, speech, pathology or occupational therapy. Through a higher education pathway, future employment outcomes may include physiotherapist, pharmacist, dietician or doctor.

VET Certificate | Venue | Year | Approx Cost
--- | --- | --- | ---
Allied Health | Bayside College | Year 1 | $900
Year 2 | $900

VET Certificate | Venue | Year | Approx Cost
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Applied Fashion | Point Cook Senior | Year 1 | $500
Year 2 | $500
Unit 1 & 2
VET: Certificate II in Automotive Studies (Diesel)
Course Outline

Unit 1 & 2
The Certificate II in Automotive Studies (Diesel) trains students with knowledge and skills to gain competency in carrying out service and repair procedures. Through this qualification, students will develop the competencies required to repair and service diesel engines and associated components. After completion of this course and sufficient industry experience, students may seek trade recognition in Automotive Diesel.

Year 1
Units of Competencies involved in: Certificate II in Automotive Studies (Diesel)
- Participate in basic vehicle servicing operations
- Carry out industry research
- Use and maintain measuring equipment
- Remove and assemble engine cylinder head
- Remove and replace wheel and tyre assemblies
- Apply safe working practices
- Operate electrical testing equipment

Year 2
- Set-up and use welding equipment
- Dismantle and assemble engine four stroke multicylinder (petrol)
- Dismantle and assemble transmission, manual (convention)
- Remove/replace suspension, front springs
- Recharge batteries
- Construct basic electronic circuits

Plus other electives that are chosen by the trainer

Pathways
- Apprenticeships/Traineeships in the Automotive Industry
- TAFE courses in the Automotive Industry
- Auto- Mechanical / Body Fitting / Electrical / Diesel

VET Certificate  Venue   Year   Approx Cost
Automotive Studies-Diesel   Point Cook Senior   Year 1   $575
                                  Year 2   $575

Unit 1, 2, 3 & 4
VET: Certificate II in Automotive Studies
Course Outline
To provide students with the skills and ability to achieve competencies which will enhance their employment and further training prospects within the automotive and automotive related industries. The Certificate II in Automotive Studies provides students with a broad base of skills necessary to maintain and service a wide range of motor vehicles. This solid grounding in the principles of automotive maintenance and repair will give you a head start in gaining an automotive apprenticeship.

Units 1 and 2
Units of Competencies involved in: Certificate II in Automotive Studies
- Carry out industry research
- Apply safe working practices
- Remove and replace carburettor
- Remove and replace fuel pump
- Dismantle and assemble fuel pump
- Remove and replace wheel and tyre assemblies
- Remove and refit batteries
- Recharge batteries
- Use and maintain workplace tools and equipment
- Participate in basic vehicle servicing operations
- Use and maintain workplace tools/equipment

Units 3 and 4
Units of Competencies involved in: Certificate II in Automotive Studies
- Use and maintain measuring equipment
- Dismantle and assemble engine, four-stroke single cylinder
- Dismantle and replace carburettors
- Remove and replace suspension, front springs
- Remove and replace clutch assembly
- Operate electrical test equipment
- Dismantle and assemble alternator

Pathways
Completing this study will assist you in the following courses and careers:
- Apprenticeships/Traineeships in the Automotive Industry
- TAFE courses in the Automotive Industry
- Auto - Mechanical / Body Fitting / Electrical

VET Certificate  Venue   Year   Approx Cost
Automotive Studies-Petrol   Bayside College   Year 1   $900
                                  Year 2   $900
VET: Certificate III in Beauty
Course Outline
Certificate III in Beauty SB30110 has been designed as a standard entry level qualification for the Beauty industry. It applies to those wishing to develop the skills and knowledge to begin a career as a make up artist.

Likely functions within the Beauty industry for those who achieve this level of qualification include working within clearly defined contexts and under supervision. It involves communicating in the workplace, performing routine salon/store functions, demonstrating skin care products and designing and applying make-up in general and specialist situations.

Unit 1 & 2
Units of Competencies involved in: Certificate II in Retail Make Up & Skin Care
• Apply cosmetic tanning products
• Advise on beauty products and services
• Provide lash and brow services
• Provide waxing services
• Comply with organisational requirements within a personal services environment
• Design and apply make up
• Research and apply beauty industry knowledge
• Provide salon service to clients
• Merchandise products
• Conduct salon financial transactions
• Apply safe hygiene, health and work practices
• Provide manicure and pedicure services

Pathways
Make up artist, working at a cosmetics counter, own Business working at a beauty salon.

VET Certificate
Venue
Year
Approx Cost
Beauty
Point Cook Senior
Year 1
$700
Year 2
$700

Unit 1, 2, 3 & 4
VET: Certificate II in Building & Construction
Course Outline
The aims of the VCE VET Building and Construction program are to:
• provide participants with knowledge and skill development to enhance their employment prospects within the building and construction industry
• enable participants to gain credit towards a nationally recognised credential and to make a more informed choice of vocational and career paths.

Upon completion of the program, students will have achieved approximately two thirds of the Pre-apprenticeship certificate, comprising the certificate core and some stream specific modules. Students wishing to complete the entire pre-apprenticeship certificate will need to undertake modules beyond the requirements of the VCE VET program.

Modules include:
Calculations for the building Industry
Communications for the building Industry
Quality principles for the building Industry
Career studies
Basic First Aid
Building and construction industry induction
Workplace documents and plans
Workplace safety
Building structures
Levelling
Safe handling of power tools
Introduction to scaffolding

Specialist Stream Units of Study
Students must complete a range of modules from specialist stream electives - to be advised by the relevant TAFE.

Pathways
Career paths within the Construction Industry include:
• Building site administration • Electronic
• Foremanship • Building services
• Building administration • Drafting (architectural)
• Estimation • Union administration
• Building inspection • Contract administration

VET Certificate
Venue
Year
Approx Cost
Building & Construction
Point Cook Senior
Year 1
$650
Year 2
$650
NB: Includes boots, pants and nail bag in price
Unit 1, 2, 3 & 4

VET: Certificate II in Business
Course Outline

The VCE VET Business program is drawn from the BSB07 Business Training Package and offers essential cross-industry skills for all enterprises. The Certificate II and III in Business provides a pathway for students wishing to continue on with their business studies into higher education. Certificate II with selected units from Certificate III offers a narrower choice of electives but provides students with a Unit 3 and 4 sequence and scored assessment. Units 3 and 4 of the program incorporate units such as organising work priorities, organising workplace information, promoting innovation and design and producing business documents.

Units 1 & 2
Units of Competencies involved in: Certificate II in Business
• Work effectively in a business environment
• Communicate in the workplace
• Use business technology
• Create and use spreadsheets
• Produce simple word processed documents
• Process and maintain workplace information
• Contribute to the health and safety of others
• Handle mail
• Organise and complete daily work activities
• Deliver a service to customers
• Communicate electronically

Units 3 & 4
Units of Competencies involved in: Certificate II in Business
• Organise work priorities and development
• Organise workplace information
• Produce business documents
• Deliver and monitor a service to customers
• Recommend products and services

Pathways
Completion of the Certificate III in Business provides a pathway into training and employment in business and related industries. Potential occupations may include personal assistant, medical secretary, legal clerk or information desk manager. Further study through higher education pathways could lead to employment opportunities in commerce, management or marketing.

VET Certificate | Venue | Year | Approx Cost
--- | --- | --- | ---
Business | Bayside College | Year 1 | $350
 | | Year 2 | $350

Unit 1, 2, 3 & 4

VET: Certificate II in Community Services
Course Outline

VCE VET Community Services program offers students the opportunity to learn about the community services sector and explore specific contexts of work. They will develop skills in communication, information provision and processing, administration support, networking and group support. Units 3 and 4 offers scored assessment and incorporates units such as working effectively with young people and operating under a casework framework.

Unit 1 & 2
Units of Competencies involved in: Certificate II in Community Services
• Prepare for work in the community sector
• Communicate with people accessing the service
• Apply First Aid
• Participate in the WHS processes
• Follow policies, procedures and programs of the organisation
• Work with others
• Support the development of children
• Provide food services
• Prepare of disability work

Unit 3 & 4
Units of Competencies involved in: Certificate II in Community Services
• Work effectively in the leisure and health industry
• Undertake community sector work within own community
• Advocate for clients
• Operate under a caseworker framework
• Support group activities
• Work effectively with young people

Pathways
Certificate II in Community Services can provide pathways into work or further study in community services, in areas such as child care, aged care, home and community care, alcohol and other drugs work, disability work, social housing or mental health work. With additional training and experience, future employment opportunities may include a community health worker, counsellor, school support worker, case manager. Pathways are also available from the qualification into the Health Training Package in areas such as allied health assistance and nursing. Further study can also be undertaken in the higher education sector in areas such as social work and education.

VET Certificate | Venue | Year | Approx Cost
--- | --- | --- | ---
Community Service Work | Bayside College | Year 1 | $400 (incl first aid)
 | | Year 2 | $400
Unit 1, 2, 3 & 4

VET: Certificate II in Dance
Course Outline
Certificate II in Dance aims to provide students with the technical and performance skills to begin the process of establishing a career in the entertainment industry. Students will learn the necessary knowledge and skills to enable them to participate in a variety of dance routines. Units 1 and 2 of the program include developing basic levels of physical condition for dance performance and basic dance techniques, sourcing information on the history and theory of dance and applying it to an area of work. Units 3 and 4 offer scored assessment and incorporate units such as sourcing and applying entertainment industry knowledge, preparing for a dance performance, refining basic dance techniques and applying basic dance techniques for performances.

Unit 1 & 2
Units of Competencies involved in: Certificate II in Dance
- Work effectively with others
- Develop basic dance techniques
- Follow basic safe dance practices
- Develop a basic level of physical condition for dance performance
- Perform basic jazz dance technique
- Perform basic contemporary dance technique

Unit 3 & 4
Units of Competencies involved in: Certificate II in Dance
- Prepare self for performance
- Incorporate artistic expression into basic dance performances
- Develop and apply creative arts industry knowledge
- Develop audition techniques
- Increase depth of contemporary dance technique
- Increase depth of jazz dance technique

Pathways
Completion of Certificate II in Dance will assist students in entering the dance industry. With additional training and experience, future employment opportunities may include dancer, performer and choreographer.

Unit 1, 2, 3 & 4

VET: Certificate III Early Childhood Education & Care
Course Outline
The Certificate III in Early Childhood Education and Care prepares students to be competent in a range of skills, knowledge and attributes identified by the Children’s Services sector. The course has specialist children's services units to enable work in child care centres when completed.

Units 1 & 2
Units of Competencies involved in: Certificate III in Early Childhood Education and Care
- Participate effectively in the work environment
- Participate in workplace health and safety
- Ensure the health and safety of children
- Provide care for babies and toddlers
- Develop and apply creative arts industry knowledge
- Use an approved learning framework to guide practice
- Support positive and respectful relationships with children
- Identify and respond to children and young people at risk
- Work collaboratively to maintain an environment safe for children and young people
- Work within a relevant legal and ethical framework

Units 3 & 4
Units of Competencies involved in: Certificate III in Early Childhood Education and Care
- Use information about children to inform practice
- Support the holistic development of children in early childhood
- Provide care for children
- Develop positive and respectful relationships with children
- Support behaviour of children and young people
- Ensure the health and safety of children
- Develop cultural competence
- Work effectively with Aboriginal and/or Torres Strait Isldander people
- Provide an emergency first aid response in an education and care setting

Pathways
Certificate III in Early Childhood Education and Care can provide pathways into work or further study in children’s services, in areas such as child care, home and community care, alcohol and other drugs work, disability work, social housing or mental health work. With additional training and experience, future employment opportunities may include a community health worker, counsellor, school support worker or case manager. Pathways are also available from this qualification into the Health Training Package in areas such as allied health assistance and nursing. Further study can also be undertaken in the higher education sector in areas such as social work and education.

VET Certificate Venue Year Approx Cost
Dance Point Cook Senior Year 1 $350

VET Certificate Venue Year Approx Cost
Early Childhood Education & Care Laverton College Year 1 $400
Year 2 $400
Unit 1, 2, 3 & 4

**VET: Certificate II in Engineering Studies** (Electrical Pre-Apprenticeship)

**Course Outline**

The Certificate II in Engineering Studies (Pre-Apprenticeship) aims to provide students with the knowledge and skills to achieve units of competence that will enhance their employment prospects in the electrical industry. It also provides students with increased opportunities of gaining an electrical apprenticeship. The program also provides experiences in and knowledge of occupations at electrotechnology trade level enabling students to make informed choices in the selection of career paths.

**Unit 1 & 2**

Units of Competencies involved in: Certificate II in Engineering Studies

- Apply principles OH & S in work environment
- Organise and communicate information
- Interact with computing technology
- Use hand tools
- Use power tools/hand held operations
- Develop an individual career plan for the engineering industry
- Perform basic machining processes
- Apply basic fabrication techniques

**Unit 3 & 4**

Units of Competencies involved in: Certificate II in Engineering Studies

- Perform computations
- Participate in environmentally sustainable work practices
- Produce basic drafting and drawing skills
- Handle engineering materials
- Apply 5S procedures
- Produce basic engineering components and products using fabrication or machining

**Pathways**

This certificate will prepare students for entry level employment in the Electrical Industry and enhance their opportunity in gaining an electrical apprenticeship. Potential career opportunities include self-employed electrician, site/factory electrician, electrical inspector.

**VET Certificate**

**Electrotechnology**

**Venue**

Emmanuel College (Notre Dame)

**Year**

Year 1
Year 2

**Approx Cost**

$820
$870

NB: Uniform included in price

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**Unit 1, 2, 3 & 4**

**VET: Certificate II in Electrotechnology** (Electrical Pre-Apprenticeship)

**Course Outline**

The Certificate II in Electrotechnology (Pre-Apprenticeship) aims to provide students with the knowledge and skills to achieve units of competence that will enhance their employment prospects in the electrical industry. It also provides students with increased opportunities of gaining an electrical apprenticeship. The program also provides experiences in and knowledge of occupations at electrotechnology trade level enabling students to make informed choices in the selection of career paths.

**Unit 1 & 2**

Units of Competencies involved in: Certificate II in Electrotechnology

- Work safely in the construction industry
- Provide basic emergency life support
- Apply occupational health and safety regulations, codes and practices in the workplace
- Fabricate, assemble and dismantle utilities industry components
- Solve problems in ELV single path circuits
- Fix and secure electrotechnology equipment
- Produce products for carrying out in an energy sector environment
- Carry out routine work activities in an energy sector work
- Attach cords and plugs to electrical equipment for connection to a single phase 230 volt supply

**Unit 3 & 4**

Units of Competencies involved in: Certificate II Electrotechnology

- Provide solutions and report on routine Electrotechnology
- Prepare and connect refrigeration tubing and fittings
- Establish the basic operating conditions of vapour compression systems
- Produce products for carrying out in an energy sector environment
- Establish the basic operating conditions of air conditioning systems
- Carry out routine works in an energy sector environment
- Identify and select components for energy sector works
- Attach Cords and Plugs to Electrical Equipment For Connection
- Carry out preparatory energy sector work activities

**Pathways**

This certificate will prepare students for entry level employment in the Electrical Industry and enhance their opportunity in gaining an electrical apprenticeship. Potential career opportunities include self-employed electrician, site/factory electrician, electrical inspector.

**VET Certificate**

**Engineering Studies**

**Venue**

Laverton College

**Year**

Year 1
Year 2

**Approx Cost**

$500
$500

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**VET Certificate**

**Electrotechnology**

**Venue**

Emmanuel College (Notre Dame)

**Year**

Year 1
Year 2

**Approx Cost**

$820
$870

NB: Uniform included in price
Unit 1, 2, 3 & 4

VET: Certificate III in Hospitality (Front of House)

Course Outline:
Certificate III in Hospitality - Front of House is designed to provide students with the necessary training and skills for the achievement of competency in food and beverage service. Depending on the electives chosen, Units 1 and 2 include developing and updating hospitality industry knowledge, serving food and beverage to customers, organising and preparing food, providing visitor information and workplace hygiene. Unit 3 and 4 offers scored assessment and incorporates units such as providing food and beverage service, preparing and serving non-alcoholic beverages, responsible service of alcohol and preparing and serving espresso coffee.

Unit 1 & 2
Units of Competencies involved in: Certificate III in Hospitality (Front of House)
• Use hygienic practices for food safety
• Provide responsible service of alcohol
• Work effectively with others
• Prepare simple dishes
• Source and use information on the hospitality industry
• Maintain the quality of perishable items
• Participate in safe work practices
• Prepare sandwiches
• Use hospitality skills effectively
• Interact with customers
• Provide service to customers
• Show social and cultural sensitivity
• Use food preparation equipment
• Produce dishes using basic methods of cookery
• Clean kitchen premises and equipment

Pathways
Certificate III in Hospitality is a work ready pre-employment course designed to assist you in pursuing a career in the hospitality industry through study pathway options, such as an apprenticeship or higher education. Industry sectors include bar attendant, barista, catering assistant, food and beverage attendant, front office/receptionist, manager, restaurant manager and supervisor. With additional training and experience, future employment opportunities may include restaurant manager.

Unit 3 & 4
Units of Competencies involved in: Certificate III in Hospitality (Front of House)
• Prepare and serve non-alcoholic beverages
• Prepare and serve espresso coffee
• Serve food and beverage
• Provide advice on food
• Process financial transactions

Pathways
Completion of Certificate III in Hospitality may provide employment opportunities in a variety of roles, such as a food and beverage attendant, bar/bottle shop attendant, front office/receptionist, catering assistant, kitchen hand, water or band. With additional training and experience, future employment opportunities may include restaurant manager.
Unit 1, 2, 3 & 4

VET: Certificate III in Kitchen Operations
Course Outline
Certificate III in Kitchen Operations provides students with the skill and knowledge to be competent in a range of kitchen functions and activities to work in various hospitality enterprises where food is prepared and served. Units 1 and 2 include health, safety and security procedures, workplace hygiene, working with colleagues and customers, using basic methods of cookery, receiving and storing kitchen supplies and presenting food. Units 3 and 4 offer scored assessment and incorporating units such as preparing, cooking and serving food for service, preparing appetisers and salads, stocks, sauces, soups and desserts.

Unit 1 & 2
Units of Competencies involved in: Certificate III in Kitchen Operations
- Use hygienic practices for food safety
- Provide responsible service of alcohol
- Work effectively with others
- Prepare simple dishes
- Source and use information on the hospitality industry
- Maintain the quality of perishable items
- Participate in safe work practices
- Prepare sandwiches
- Use hospitality skills effectively
- Interact with customers
- Provide service to customers
- Show social and cultural sensitivity
- Use food preparation equipment
- Produce dishes using basic methods of cookery
- Clean kitchen premises and equipment

Unit 3 & 4
Units of Competencies involved in: Certificate III in Kitchen Operations
- Prepare appetisers and salads
- Prepare stocks, sauces and soups
- Prepare vegetables, fruit, eggs and farinaceous dishes
- Use cookery skills effectively
- Purchase goods

Pathways
With additional training and experience, future employment opportunities may include chef, pastry chef, caterer, breakfast cook, short order cook and a fast food cook.

VET Certificate: Kitchen Operations
Venue: Laverton College
Year: Year 2
Approx Cost: $500

Unit 1, 2, 3 & 4
VET: Certificate II in Information Technology (partial completion)
Course Outline
Certificate III in Information Technology provides students with the skills and knowledge to be competent in introductory ICT technical functions. The qualification is designed to support information activities in the workplace and to achieve a degree of self-sufficiency as an advanced ICT user. Units 1 and 2 include core skills from Certificate II in integrating and operating commercial computing packages, designing organisational documents and installing software applications. Units 3 and 4 offers scored assessment and incorporates units such as using advanced features of computer applications, installing and managing network protocols, connecting internal hardware components and managing customer relationships.

Unit 1 & 2
Units of Competencies involved in: Certificate II Information Technology
- Participate effectively in WHS communication and consultative processes
- Use social media tools for collaboration and engagement
- Run standard diagnostic tests
- Produce digital images for the web
- Care for computer hardware
- Provide basic system administration

Unit 3 & 4
Units of Competencies involved in: Certificate II in Information Technology
- Create user documentation
- Install and optimise operating system software
- Provide ICT advice to clients
- Maintain equipment and software
- Install, configure and secure a small or home office network
- Apply introductory programming techniques

Pathways
Areas of employment may include working in personal computer support or network systems administration. With additional training and experience future employment opportunities may include software/hardware developer, systems analyst, website developer, helpdesk officer.

VET Certificate: Information Technology
Venue: Bayside College
Year: Year 1
Approx Cost: $300

VET Certificate: Information Technology
Venue: Bayside College
Year: Year 2
Approx Cost: $300
Units 1 & 2 and 3 & 4
Certificate III in Laboratory Skills
Certificate III in Laboratory Skills provides students with the necessary knowledge and skills associated with the day-to-day operation of a laboratory and associated technical tasks such as sampling and testing. Units 1 and 2 include units such as recording and presenting data, planning and conducting laboratory/field work, maintaining the laboratory fit for purpose, with electives such as performing basic tests and assisting with fieldwork included. Units 3 and 4 offers scored assessment and incorporates units such as performing aseptic techniques, contributing to the achievement of quality objectives, preparing working solutions and performing microscopic examinations.

Units 1 & 2
Units of Competencies in Certificate III Laboratory Skills:
• Participate in environmentally sustainable work practices
• Communicate with other people
• Plan and conduct laboratory/field work
• Record and present data
• Participate in laboratory/field workplace safety
• Maintain the laboratory fit for purpose
• Receive and prepare samples for testing
• Perform basic tests

Units 3 & 4
Units of Competencies in Certificate III Laboratory Skills:
• Contribute to the achievement of quality objectives
• Perform aseptic techniques
• Prepare working solutions
• Perform microscopic examination
• Prepare culture media

Career opportunities: Completion of Certificate III in Laboratory Skills may provide career opportunities in sectors such as biological testing, biotechnology, chemical testing, construction material testing, environmental monitoring, food testing, pathology testing and scientific glassblowing. With additional training and experience, potential occupations may include: environmental field assistant, laboratory assistant in primary industry and educational institutions.

VET Certificate | Venue | Year | Approx Cost
--- | --- | --- | ---
Laboratory Skills | Bayside College | Year 1 | $350

Unit 1, 2, 3 & 4
VET: Certificate III in Media (Multimedia)
Course Outline
Units 1 and 2 include participating in occupational health and safety processes, developing and applying creative arts industry knowledge, working with others and applying critical thinking techniques. Units 3 and 4 offers scored assessment and incorporates units such as 2D digital animations, writing content for a range of media, authoring interactive sequences and creating visual design components.

Units 1 & 2
Units of Competencies involved in: Certificate III in Media (Multimedia)
• Develop and extend critical and creative thinking skills
• Work effectively in the screen and media industries
• Follow OH&S procedures
• Produce and prepare photo images
• Produce drawings to represent and communicate the concept
• Maintain interactive content
• Follow a design process
• Apply first aid

Units 3 & 4
Units of Competencies involved in: Certificate III in Media (Multimedia)
• Create 2D digital animations
• Write content for a range of media
• Explore and apply the creative design process to 2D forms
• Author interactive sequences
• Prepare video assets
• Create visual design components

Pathways
With additional training and experience potential employment opportunities may include, camera/lighting assistant, radio program maker/presenter, editing assistant, interactive media author, production assistant, web designer, games designer, animator, special effects producer.

VET Certificate | Venue | Year | Approx Cost
--- | --- | --- | ---
Multimedia | Bayside College | Year 1 | $350 incl First Aid
 | | Year 2 | $350
Unit 1, 2, 3 & 4
VET: Certificate III in Music (Performance)
Course Outline
Certificate III in Music enables students to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, Units 1 and 2 include preparing for performances, writing song lyrics, developing ensemble skills and assisting with sound recordings. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist.

Unit 1 & 2
Units of Competencies involved in: Certificate III in Music (Performance)
• Implement copyright arrangements
• Work effectively in the music industry
• Follow occupational health and safety procedures
• Prepare for performances
• Make a music demo
• Compose simple songs or musical pieces
• Develop ensemble skills for playing or singing music
• Assist with sound recordings

Unit 3 & 4
Units of Competencies involved in: Certificate III in Music (Performance)
• Develop technical skills in performance
• Develop improvisation skills
• Apply knowledge of genre to music making
• Develop and maintain stagecraft skills
• Perform music as a soloist or Perform music as part of a group

Pathways
Completion of Certificate III prepares students for work in the music industry in areas such as performance, critical listening, music management and music promotions. With additional training and experience, potential employment opportunities may include professional musician, song writer, composer, arranger, copier, promoter, teacher, instrumentalist.

VET Certificate
Music Performance
Venue
Laverton College
Year
Year 1
Year 2
Approx Cost
$400
$400

Unit 1, 2, 3 & 4
VET: Certificate III in Music (Technical Production)
Course Outline
Certificate III in Technical Production provides students with the practical skills and knowledge to record, mix and edit sound sources. Units 1 and 2 include developing music industry knowledge, establishing contractual and work relationships, and following health, safety and security practices. Units 3 and 4 offers scored assessment and includes units such as editing sound using digital systems, operating sound mixing consoles, operating sound reinforcement systems and mixing sound sources.

Unit 1 & 2
Units of Competencies involved in: Certificate III in Music (Technical Production)
• Work effectively with others
• Manage own work and learning
• Source and apply entertainment industry knowledge
• Follow occupational health and safety procedures
• Implement copyright arrangements
• Perform basic sound editing
• Operate professional audio equipment
• Provide event staging support
• Assist with sound recordings
• Compose simple songs or musical pieces

Unit 3 & 4
Units of Competencies involved in: Certificate III in Music (Technical Production)
• Provide sound reinforcement
• Record and mix a basic music demo
• Apply a general knowledge of audio to work activities
• Select and manage microphone and other audio input sources
• Set up and disassemble audio equipment

Pathways
Completion of the Certificate III prepares students for work in the music industry in areas such as sound track laying, digital editing and mixing, audio visual equipment operations and stage management and can be applied to workplaces such as stage productions, radio and medium to large recording studios. With additional training and experience, potential employment opportunities may include sound technician, tour crew member, studio engineer, theatre/television audio technician.

VET Certificate
Technical Production
Venue
Williamstown HS
Year
Year 1
Year 2
Approx Cost
$400
$400
Unit 1, 2, 3 & 4
Certificate II in Production Horticulture
Certificate II is regarded as an entry-level course. Graduates will have skills and knowledge to become a valued and productive employee within the Horticulture Industry. Work could include operating tractors and equipment; undertaking, establishing and maintaining crops; treating weeds, pests and diseases monitoring; and irrigation activities. Upon successful completion of the Certificate II in Production Horticulture students may go on to study the Certificate III in Production Horticulture or equivalent.

Units 1 & 2 and 3 & 4
Units of Competencies involved in Certificate II in Production Horticulture
• Participate in OHS processes
• Participate in environmentally sustainable work practices
• Apply chemicals under supervision
• Operate basic machinery and equipment
• Plant horticultural crops
• Plant trees and shrubs
• Assist with sprinkler irrigation operations
• Treat weeds
• Treat plant pests, diseases and disorders
• Determine basic properties of soil and/or growing media
• Use hand tools
• Prepare & Apply Chemicals
• Transport, Handle & Store Chemicals
• Operate tractors

Career Opportunities
On successful completion of the Certificate II in Plumbing (Pre-apprenticeship), you will have attained a prerequisite pathway into a Certificate III apprenticeship or registration level. After completion at the registration level you can continue with further study and complete the Certificate IV or licensing level and progress into running your own business. This course is also an alternative pathway available to students into a plumbing retail environment.

Certificate II in Plumbing (Plumbing Pre-Apprenticeship)
This course will prepare graduates with the skills and knowledge for entry level into an apprenticeship (Certificate III) within the plumbing industry. The learner will be introduced to basic skills and knowledge that underpin the Certificate III in Plumbing. Taught skills include maintain safe workplace, use of industry tools, equipment and materials. This certificate can lead students towards an environmentally friendly professional pathway with students taught principles of sustainability as well as methods and strategies to identify employment opportunities in the plumbing industry.

Year 1
Units of Competencies for Certificate II in Plumbing:
• Work safely in the construction industry
• Apply OHS requirements, policies and procedures in the construction industry
• Fabricate simple plumbing pipe systems
• Write simple documents
• Use basic plumbing hand tools
• Apply basic sheet metal practices
• Provide basic emergency life support
• Use basic plumbing hand tools
• Use and apply basic levelling equipment for plumbing
• Identify career pathways in the Plumbing industry

Year 2
Units of Competencies for Certificate II in Plumbing:
• Read and interpret plans and specifications
• Produce technical drawings
• Perform basic oxy-acetylene welding and cutting
• Use basic electric welding equipment and techniques
• Cut and penetrate building materials and structures
• Carry out measures and calculations
• Carry out interactive workplace communication
• Prepare to work in the plumbing industry
• Use plumbing pipes, fittings & fixtures to simulate plumbing installations

VET Certificate: Plumbing
Venue: Emmanuel College (Notre Dame)
Year: Year 1, Year 2
Approx Cost: $670 (incl uniform), $570 (incl uniform)

VET Certificate: Production Horticulture
Venue: Werribee Park
Year: Year 1
Approx Cost: $400
VET Certificates offered by the Hobson Bay VET Cluster for 2017

<table>
<thead>
<tr>
<th>VET Certificate</th>
<th>Venue</th>
<th>Year</th>
<th>Approx Cost</th>
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<tbody>
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<td>Year 2</td>
<td>$500</td>
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<td>Applied Fashion</td>
<td>Point Cook Senior</td>
<td>Year 1</td>
<td>$500</td>
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<tr>
<td></td>
<td></td>
<td>Year 2</td>
<td>$500</td>
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<tr>
<td>Automotive Studies-Petrol</td>
<td>Bayside College</td>
<td>Year 1</td>
<td>$500</td>
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<td>Williamstown HS</td>
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<td>Year 2</td>
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</table>

Cost: The cost for these programs is yet to be determined; therefore, the annual amount shown is an approximate cost only.

More Information: Go to your schools website to see the HOBSONS BAY VET CLUSTER VETIS STUDENT HANDBOOK FOR 2017 or http://www.vcaa.vic.edu.au/vet/programs/index.htm
Students must be 16 year old by June to enrol in VET course.
<table>
<thead>
<tr>
<th>Year 11 - Elective Materials &amp; Activity Charges 2017</th>
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<td>Please read elective charges in conjunction with the Course Selection booklet</td>
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<td>Careers Program</td>
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<td>Student Engagement Programs</td>
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<td>School Sports</td>
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<td><strong>The Arts</strong></td>
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</table>

Please Note: All elective charges must be paid on course confirmation day to confirm placement in the selected high cost elective subject.

If the amount for electives is not received the student will be notified and asked to select another elective subject that does not attract material or activity charges.

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<table>
<thead>
<tr>
<th>Year 12 - Elective Materials &amp; Activity Charges 2017</th>
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