Welcome

The senior years at Mornington Secondary College comprises of Year 9 (middle school) and Year 10, 11 and Year 12 (Senior School).

This handbook is designed to assist students and parents in planning programs and pathways for the important senior years of secondary education. It is vital that students entering this stage of their schooling begin to think about educational pathways and career options.

Mornington Secondary College provides students with comprehensive individual pathways which cater to individual differences. The College ensures students receive course counselling and guidance but decisions should be a joint responsibility between the student, the parent and the school. It is strongly recommended that parents take the time to discuss course direction and long term goals with their child.

Subjects will only be offered where there are sufficient numbers to make up a class. The timetable enables Year 9 and 10 students to access a wide range of electives over a two year period. In Year 10 students are able to undertake VCE units. In addition, students can also consider vocational programs such as VET, school based apprenticeships and VCAL – the Victorian Certificate of Applied Learning. Students are advised to ensure they understand the differences and consequences of their choices. This is especially relevant when choosing a Vocational, Education and Training in Schools (VETis) program as VET studies are an additional subject to their timetabled course.

DARE TO DREAM, Audacter Astra Capesse

Student course selection should be viewed in conjunction with personal commitment and the desire to achieve one’s personal best. There is an expectation that students will demonstrate a responsible attitude to the education provided by the College. In the Senior School we expect a high level of personal commitment to studies as well as to wider school programs, extra-curricular activities and compliance with school policies.

S  Support students to achieve success
T  Teamwork, bringing the school community together
R  Respect for all
I  Inspire minds
V  Value every opportunity
E  Endeavour to be the best you can

Please ensure you submit your selections via Subject Selection Online. Subject Selection Online is available from Monday 31st July to Sunday 6th August 2017.
College Personnel

Linda Stanton .............................................. College Principal
Jim Papas ..................................................... Assistant Principal Senior School
Michael Parker............................................. Assistant Principal Middle School
Denise Leggett.............................................. Assistant Principal Junior School
Jenny Mason................................................. Assistant Principal Student Wellbeing
Amanda Jones………………………………..……...... Year 12 Team Leader
Josh Pratt…………………………………………..…….. Year 12 Coordinator
Amy White.................................................. Year 12 Coordinator
Graham Howgate........................................ Year 11 Team Leader
Stephan Tillett............................................. Year 11 Coordinator
Meredith Woods......................................... Year 11 Coordinator
Heidi Bremner........................................... Year 10 Team Leader
George Neophytou..................................... Year 10 Coordinator
Simone Schuetz........................................ Year 10 Coordinator
John Pinkett .............................................. Year 9 Team Leader
Amanda Cruise.......................................... Year 9 Coordinator
Morgan Maloney......................................... Year 9 Coordinator
Tim Foulkes............................................... VCAL Coordinator
Natalie Pinkett......................................... Student Pathways Coordinator
Michaeli Lyon......................................... Career Practitioner
Teena Batenburg ....................................... Career Practitioner

Learning Area Heads of Department

Arts .............................................................. Ella Chapman
English (Year 7-10)…………………………………….. Simone Hamlett
English (VCE)............................................... Paula Chambers
Food......................................................... Kellie Nottle
Health & Physical Education…………………...... Ben Hall
Humanities (SOSE)....................................... Stephen Herbertson
Languages.................................................. Diana Roberts
Mathematics............................................... Matt Mackinlay
Music (Instrumental)................................. Poul Grage
Music (Classroom)...................................... Peter Southam
Science...................................................... George Wardle
Technology............................................... Lara Adams

Curriculum Team....................................... Michael Parker, Michael Raven, Jenny Bryce, Marina Walsh

Assessment and Reporting – AusVELS

AusVELS incorporates the Australian Curriculum for English, Mathematics, History and Science within the curriculum framework first developed for the Victorian Essential Learning Standards (VELS). AusVELS uses an eleven level structure to reflect the design of the new Australian Curriculum whilst retaining Victorian Priorities and approaches.

Booklist and Student Planner/ Organiser

A booklist detailing required texts and stationery will be distributed in Term 4. Books and stationery can be purchased from Landmark School Supplies, 88-92 Waterview Close, Dandenong. Second-hand book sale dates will be advised via the school newsletter. Students are required to purchase a College planner as an essential organizational item. The planner is purchased from the College (not Landmark Supplies)
<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Commencing 19th June</td>
<td>Subject Selection Handbook (PDF) available online</td>
</tr>
<tr>
<td>Friday 30th June</td>
<td>All Year 8 students will be issued with a printed copy of the Subject Selection Handbook.</td>
</tr>
<tr>
<td>Monday 24th July</td>
<td>Subject Selection online access codes will be posted to parents to enable online course selection.</td>
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</table>
| Tuesday 25th July – Friday 28th July | Lunchtime information sessions available:  
  - KLA information sessions for students in Learning Centre 1.  
  - Career Practitioners available for pathways information and/or discussion.  
| Thursday 27th July | Subject Selection Information Evening (Learning Centre 2) – For all parents/guardians and students in Years 8 to 11 in preparation for 2018 Subject Selection:  
  - Year 9 (in 2018)  
  - Years 10 to 12 (in 2018)  
  5.00pm – 5.30pm  
  5.35pm – 6.00pm  
  All Teaching staff and Pathways staff available until 7.00pm to answer any questions you may have about 2018 subjects and pathways. |
| Monday 31st July | Years 9 and 10 Subject Selection interviews (appointment to be made via Compass). |
| Monday 31st July – Sunday 6th August | Subject Selection Online open. |
| Week Commencing 9th September | 2018 Timetable will be issued to students. Any concerns need to be raised during this week with Mrs Walsh, Year Level Coordinator or Pathways. |
| Wednesday 11th October | 2018 Booklist and Materials and Services Charge Invoice distributed to students. |
| Friday 27th October | Final Day for Year 8-12 Booklists to be submitted (online or returned to the College). |
| Monday 20th November | Book Collection Day for Year 8-12 2018 students – 9.00am to 5.00pm. Exam Verification Day – students are only required at school to finalise their exams. |
| Tuesday 21st November | **Commencement of Headstart Program – Year 8-12 2018**  
  We ask parents to be aware of this change as well students will be required to attend their timetabled 2018 classes from this date. |
| Monday 18th December | Formal classes end for Year 8-12 2018 students.  
  College Presentation Evening, New Peninsula Centre (rehearsals during the day) |
| Tuesday 19th December | Activities Week |
| Thursday 21st December | Students finish. |
LEARNING PATHWAYS

VCE
(Victorian Certificate of Education)
Usually 20-24 units
90 different studies available

VCAL
(Victorian Certificate of Applied Learning)
Literacy and Numeracy Skills,
Industry Specific Skills, Work
Related Skills, Personal
Development Skills

VET
VCE VET Program
School-based Apprenticeship
and Traineeship
Other VET Certificates

Completion of VCE

Completion of VCAL

EMPLOYMENT/APPRENTICESHIP/TRAINEESHIP

TAFE
CERTIFICATE I/II/III/IV, DIPLOMA, ADVANCED DIPLOMA

University
What’s the difference between a TAFE Course and a University Degree?

<table>
<thead>
<tr>
<th></th>
<th>TAFE</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualifications</strong></td>
<td>Certificates, Diplomas and Apprenticeship</td>
<td>Bachelor Degrees</td>
</tr>
<tr>
<td><strong>Course Delivery</strong></td>
<td>Practical training, classes and interactive workshops</td>
<td>Theory-focussed classes, complemented by workplace learning.</td>
</tr>
<tr>
<td><strong>Learning style</strong></td>
<td>Support learning</td>
<td>Individual and team learning</td>
</tr>
<tr>
<td><strong>Course length</strong></td>
<td>6 months – 3 years</td>
<td>For each hour in the classroom, students are expected to study three hours on their own</td>
</tr>
</tbody>
</table>

Some higher education institutions connect pathways between TAFE Courses and university degrees, check with individual institutions. For example

Certificate IV in Accounting → Diploma of Accounting → Bachelor of Business (Accounting)

**Are you good with numbers?**

- Accounting
- Bookkeeping
- Financial Planning
- Human Resource Management
- International Business

**Possible Graduate Careers**

- Accountant
- Business analyst
- Economist
- Human resource advisor
- Market analyst

**Are you creative and artistic?**

- Creative Arts
- Information and Cultural Services
- Interactive Media
- Liberal Arts
- Music

**Possible Graduate Careers**

- Copywriter
- Curator
- Music/media producer
- Web developer
- Writer

**Like working with your hands?**

- Bricklaying
- Building and Construction
- Furniture Making
- Plumbing
- Hairdressing
- Specialist Make-up

**Possible Graduate Careers**

- Bricklayer
- Construction Working
- Cabinet Maker
- Estimator
- Finished make-up artist
- Hairdresser

**Want to teach?**

- Children’s Services
- Education (P-12)
- Early Childhood Education
- Education Studies
- Education Support

**Possible Graduate Careers**

- Child care supervisor
- Primary School teacher
- Secondary school teacher
- Support worker
- Teacher aide
Do you love sport?

<table>
<thead>
<tr>
<th>SCIENCE COURSES</th>
<th>POSSIBLE GRADUATE CAREERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise Science and Human Movement</td>
<td>Exercise physiologist</td>
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<tr>
<td>Fitness</td>
<td>Fitness instructor</td>
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<tr>
<td>Physical Education (Secondary)</td>
<td>PE teacher</td>
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<tr>
<td>Remedial Massage</td>
<td>Program development coordinator</td>
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<tr>
<td>Sport and Recreation Management</td>
<td>Remedial/sports massage therapist</td>
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<td></td>
<td>Sports coach</td>
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</tbody>
</table>

Love to write?

<table>
<thead>
<tr>
<th>WRITING &amp; COMMUNICATIONS COURSES</th>
<th>POSSIBLE GRADUATE CAREERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications</td>
<td>Communications officer</td>
</tr>
<tr>
<td>Marketing</td>
<td>Journalist, writer or editor</td>
</tr>
<tr>
<td>Professional Writing</td>
<td>Marketing/public relations</td>
</tr>
<tr>
<td>Professional Writing and Editing</td>
<td>Political advisor</td>
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<tr>
<td></td>
<td>Radio/television producer</td>
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Want to be an engineer?

<table>
<thead>
<tr>
<th>ENGINEERING COURSES</th>
<th>POSSIBLE GRADUATE CAREERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural and Building Engineering</td>
<td>Draftsman</td>
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<tr>
<td>Civil Engineering</td>
<td>Engineer</td>
</tr>
<tr>
<td>Electrical and Electronic Engineering</td>
<td>Industrial designer</td>
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<tr>
<td>Mechanical Engineering</td>
<td>Project manager</td>
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<tr>
<td>Sports Engineering</td>
<td>Surveying technician</td>
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<td></td>
<td>Engineering technician</td>
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Are you great with computers?

<table>
<thead>
<tr>
<th>IT COURSES</th>
<th>POSSIBLE GRADUATE CAREERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Systems</td>
<td>Applications developer</td>
</tr>
<tr>
<td>Engineering</td>
<td>Programmer</td>
</tr>
<tr>
<td>Digital Media</td>
<td>Systems analyst</td>
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<tr>
<td>Information Technology</td>
<td>Technical and user support</td>
</tr>
<tr>
<td>Network and Systems Computing</td>
<td>Web developer</td>
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Interested in the health sciences?

<table>
<thead>
<tr>
<th>HEALTH SCIENCE COURSES</th>
<th>POSSIBLE GRADUATE CAREERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>Dermal therapist</td>
</tr>
<tr>
<td>Paramedics</td>
<td>Dietician</td>
</tr>
<tr>
<td>Nutritional Therapy</td>
<td>Nutritional therapist</td>
</tr>
<tr>
<td>Biomedical Sciences</td>
<td>Paramedic</td>
</tr>
<tr>
<td>Health Science</td>
<td>Registered Nurse</td>
</tr>
<tr>
<td>Dermal Therapies</td>
<td>Wellness Consultant</td>
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<tr>
<td>Medical</td>
<td>Doctor</td>
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Interested in helping the community?

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<thead>
<tr>
<th>LAW AND COMMUNITY SERVICES COURSES</th>
<th>POSSIBLE GRADUATE CAREERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Development</td>
<td>Counsellor</td>
</tr>
<tr>
<td>Law and Legal Services</td>
<td>Lawyer</td>
</tr>
<tr>
<td>Psychology</td>
<td>International aid worker</td>
</tr>
<tr>
<td>Social Work</td>
<td>Policy officer</td>
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<tr>
<td>Youth Work</td>
<td>Social/youth worker</td>
</tr>
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Please Note: Students not returning in 2018

If your son/daughter is not returning to Mornington Secondary College in 2018, an Exit Form MUST be completed before the student exits the College. Forms are available from the General Office.
Year 9 & 10 Electives

***** Please note: Some Armed Forces intakes require a Year 10 pass in Science ***

**ARTS: Art (1 semester) eART**
- This study provides students with the opportunity to develop skills, knowledge and technical competence in the application of two dimensional and three-dimensional art making processes and mediums.
- The students create a folio of drawings as well as 2D and 3D mixed media works. Sculptural, print and painting techniques are among the more traditional art forms students will experiment with.
- Students will learn to analyse and interpret contemporary and historical artworks and gain an appreciation of diverse forms of art from a variety of times and cultures. Students will maintain a visual diary as a record of their art experience.
- Cost: $70.00 (includes excursion)
- This pathway may lead to: VCE: Art Units 1-4, Studio Arts - Photography Units 1-4, VET Visual Arts

**ARTS: Drama (1 semester) eDRMA**
- This course will introduce students to a range of theatrical styles, including studying the history and conventions of styles such as radio, plays, mime and Greek Theatre, among others.
- Students will use imagination, body and voice to explore dramatic situations, develop characters, plan, rehearse and perform for the class.
- Students will also evaluate and revise their work and express opinions on dramatic works that they view.
- Cost: $45.00 (includes incursion or excursion)
- This pathway may lead to: VCE: Drama Units 1-4, VCAL and/or VET studies

**ARTS: Media (1 Semester) eMEDA**
- Media is an introduction to the film analysis and production skills students use in greater depth in VCE Media.
- Students study a range of live action and animated film genres and see how audiences respond to those texts.
- Students learn industry-standard script writing, storyboarding and editing skills, which will set them up for any future media-related pathways they take.
- Students will develop analytical theory skills and apply them to their own live action and animated films.
- Cost: $60.00
- This pathway may lead to: VCE Art Units 1-4, VCE Media Units 1-4, VCAL, VET Interactive Digital Media, VET Visual Arts

**ARTS: On Air (1 Semester) NEW**
On Air is a broadcasting subject that allows students to become both presenter and producers of their TV stories originating in and around the MSC community.
- The aim of this course is to introduce students to On Air broadcasting skills, knowledge and techniques
- Students will develop and write news/events stories using professional research/investigation methods.
- Students will produce pre-recorded footage combined with live presenting and video graphics to broadcast contemporary news stories for MSC
- Ethics and bias are explored to reflect industry standards in journalism.
- Cost: $65.00
- This pathway may lead to: VCE English, VCE English Literature, VCE Media, VCE Information Technology
ARTS: Music: Jazz/Rock Technology (1 Semester) eMUJR

This course is for beginner students keen to learn an instrument and for students who can already play an instrument or sing to work together and form groups to create and perform music. Emphasis is on Contemporary music. Students will also delve into the digital side of music technology learning how to manipulate sound digitally and record performances.

- Designed for beginner and competent guitarists, bass guitarists, contemporary pianists, drummers and singers, this subject will focus on performance and instrumental/vocal techniques, conventions in rhythm section playing, the study of musical characteristics of several styles, and music theory that applies to the broader genres of rock music and jazz.
- Students will develop performance skills on their chosen instrument or voice through instrumental practice, rehearsals and performance.
- Students will develop general musicianship through aural and theory skills.
  - Assignment on a chosen musical style
  - Live Ensemble and solo performances
  - Students will develop skills in performance on their chosen instrument or voice with a focus on performance techniques for digital sound recording.
  - They form musical ensembles within the class, rehearse music of different genres according to their interests and record their performances using digital media.
  - The course encourages students to demonstrate their musical performance skills and to learn the basics of digital sound recording and gain some experience in these areas.

**Major Assessments**
- Investigation into a music or recording style and two class performances
- Excursion to a digital music making and recording facility and live performance

Cost: $80.00 (includes excursions)

This pathway may lead to: VCE Music Performance Units 1-4, VET Music Industry

ARTS: Photography (1 semester) ePHOT

This unit aims to give students a solid introduction to digital photography. Through theory and practice, students will learn how to use a Digital SLR camera, explore the elements of art and design, develop a knowledge of the history of photography, learn how to use studio equipment and digital image editing software. Practical activities include producing a folio of images which explore a wide range of photographic styles and techniques.

Cost: $80.00 (includes excursion)

This pathway may lead to: Art 1-4, VCE Studio Arts–Photography 1-4, Media 1-4, Visual Communication & Design 1-4 and VCAL, VET Interactive Digital Media, VET Visual Arts

ARTS: Visual Communication and Design (1 semester) eVISC

This study encourages students to learn about the three different fields of design and how the design process can be applied. Students are encouraged to experiment with a wide variety of materials and techniques including 2D, 3D, hand-drawn and computer generated drawings and designs.

Students will learn:
- Develop skills and knowledge in the three design fields; communication, environmental and industrial
- Develop skills in two-dimensional and three-dimensional freehand and instrumental drawing techniques
- Develop skills and knowledge in the application and use of the design elements and principles
- Develop skills in rendering techniques
- Develop skills in applying a design process to a specific brief
- Develop skills in the use of 2D and 3D computer programs including Adobe Photoshop, Adobe Illustrator and Google Sketch Up.

Cost: $55.00

This pathway may lead to: VCE: Visual Communication & Design Units 1-4; VCAL, VET: Interactive Digital Media, VET Visual Arts
## ENGLISH: Professional Writing

- The course introduces students to the practical writing skills required for working in the creative, commercial and media industries.
- Students will have the opportunity to draft, edit and produce portfolio writing pieces for publishing and broadcasting purposes, including novel writing, journalism, feature writing and scriptwriting.
- The course addresses the practical, real-world processes and applications involved in writing for professional purposes.

**Cost:** $20.00

This pathway may lead to: VCE Media (Units 1-4), VCE English (Units 1-4), VCE Literature (Units 1-4), VCE English Language.

## ENGLISH: Science Fiction and Fact

We will read and watch Science Fiction. We will read science fact. We will study texts that reflect the developments in science and technology in our world and how this impacts on humans and society.

- Students will study set texts that will develop their ideas about Science Fiction.
- Students will read and discuss the connections between literature and scientific development.
- They will research and study a scientific development and generate their own science ideas based on research and text covered in class to write their own Science Fiction story.
- Students will analyse the philosophical and moral imperatives and ramifications of science and literature.

**Assessment:**
1. View a Science Fiction film and present a review orally.
2. Research a scientific development and write their own science fiction story.
3. Read a science fiction text and write an analytical response.

**Cost:** $60.00 (includes an excursion)

This pathway may lead to: VCE Media (Units 1-4), VCE English (Units 1-4), VCE Literature (Units 1-4), VCE: Extended Investigation, VCE English Language.

## GRINNERS – Getting Ready in Numeracy & Literacy

This elective is designed to support year 9 and 10 students in their classroom Mathematics and English lessons. Through consultation with the classroom teacher and the tutor, students will be given the opportunity to prepare for the classroom program and to develop their confidence and skills in numeracy and literacy. A high staff to student ratio will ensure a quality teaching and learning program is designed which aligns to each individual student.

**Cost:** $32.00

## HUMANITIES: Australian History (1750-1918) (1 semester)

Students will learn how the events between 1750-1918 have shaped the modern world and Australia. The course will focus on what were the changing features of the movements of people from 1750 to 1918, how did new ideas and technological developments contribute to change in this period, also addressing what was the origin, development, significance of European Colonization of Australia, culminating in focus on the significance of World War I.

**Areas of address:**
- The Industrial Revolution and the Movement of People
- Australian Colonisation and Conflict
- The Gold Rush & Eureka
- World War I

**Assessment**
Students will complete essays, research reports, oral presentations and an exam.

**Cost:** $45.00

This pathway may lead to: VCE History -20th Century Units 1-2, History – Revolutions Units 3-4
HUMANITIES: Business Studies (1 semester)  
In this unit students are involved in the organisation of an event. They develop a ‘business plan’, which covers, advertising, business logo, profit/loss, location, viability analysis and reflection. Students learn about the importance of businesses, both large and small, and how these contribute to Australia’s economy and cover the following topics

- Accounting and Personal Finance:
- Marketing
- Economics:
- Globalisation:

Cost: $35.00 (including excursion)

This pathway may lead to: VCE Accounting (Units 1-4), VCE Business Management (Units 1-4), VCE Economics (Units 1-4). VCE Legal Studies (Units 1-4)

HUMANITIES: Geography (Years 9/10)

Students will use an inquiry-based approach to explore one major natural system. They will also investigate human activities on the natural environment and address characteristics of development across the globe. Students undertake field investigations in the local area to gather, collate, analyse and evaluate data relating to the natural environment.

Areas of address:
- The Biosphere and Atmosphere
- Global Warming and Climate Change
- Development (United Nations & Non-Government organisations)
- Globalisation

Assessment:
Students will complete field work, essays, research reports, oral presentations and an exam.

Cost: $30.00 (includes field excursion)

HUMANITIES: International Studies (2 semesters/ full year - YEAR 10 only)  
This course gives students the opportunity to study a combination of themes and issues with an ‘International’ or ‘Global’ focus. The main focus of the course will be:

- ‘Power’
- ‘People’

Each term students will be required to complete assessment tasks using investigation, analysis, problem solving, and the development of action plans.

Semester 1  Global Issues Task, Immigration Story Writing Task, Refugee Opinion Task
Semester 2  Australia and our neighbours report, Rights at work task, Personal major project

Cost: $20.00

This pathway may lead to: VCE History -20th Century Units 1-2, History – Revolutions Units 3-4, Legal Studies Units 1-4.

HUMANITIES: Law & Economics (1 semester)  
This unit will help students make informed decisions and understand the how and why of ‘making the right choices’ in life. Financial literacy is an integral part of the course. Students will construct a personal budget and develop skills, knowledge and strategies to manage their personal finances. The unit will also study the origins of Australia’s legal system. Students will investigate how laws are made and changed. They will learn about civil and criminal law, citizen rights and responsibilities under the law, the role of the police, ‘how to vote’ as well as details of the local Magistrate’s Court.

Assessment
- Managing Money Portfolio
- Infamous Cases Presentation
- Immigration Fact Sheet
- Election persuasive speech/Examination

Cost: $35.00 (includes excursion)

This pathway may lead to: VCE Accounting Units 1-4, VCE Business Management Units 1-4, VCE Economics Units 1-4, VCE Legal Studies Units 1-4

**HUMANITIES: Modern History (1918-present) (1 semester) eMHIS**

This history will focus on the modern world and how Australia fits within. This critical period of history will address Australia’s social, cultural, economic and political development and the transformation of the world through political turmoil, global conflict and international cooperation. Upon completing this course students will understand how the world of today was forged from the past.

Areas of address:
- The inter-war period to World War II
- The Cold War
- The Vietnam War to the “War on Terror”
- Rights and Freedoms

Assessment
Students will complete essays, research reports, oral presentations and an exam.

Cost: $45.00 (includes excursion)

This pathway may lead to: VCE History - 20th Century Units 1-2, History – Revolutions Units 3-4, Legal Studies Units 1-4.

**LANGUAGES: Indonesian 9 (2 semesters/ full year) 9IND1/9IND2**

Students engage in a variety of skills sets to improve their listening, reading, writing and grammar understanding of the Indonesian language. Students use peer teaching techniques, create posters and scripts for oral presentations and further their cultural understanding of Indonesia through the use of ICT in the classroom. The course covers Revision from year 7 and 8, Sport and Entertainment, Our Environment, Going on Holiday and Celebrations and Ceremonies

Assessment
Students will complete listening, reading, writing and speaking assessment over the course of the semester.

Prerequisite: Indonesian Years 7 and 8
Cost: $47.00 (includes excursion)

This pathway may lead to: VCE Indonesian Units 1-4, Year 10 International Studies, History Units 1-4

**LANGUAGES: Indonesian 10 (2 semesters/ full year) 0IND1/0IND2**

Students work towards building and consolidating their Indonesian cultural and language understanding through the use of ICT and variety of texts. A strong emphasis on grammatical structures and everyday communication skills will develop study skills for VCE. There is also an opportunity for students to travel to Indonesia to improve their language and cultural understanding. The course covers Student Exchange, Going to the Doctor, Village and City Life and Indonesian History

Assessment
Students will complete listening, reading, writing and speaking assessment over the course of the semester.

Prerequisite: Indonesian Years 7, 8 and 9
Cost: $38.50 (includes excursion)

This pathway may lead to: VCE Indonesian Units 1-4
### LANGUAGES: Japanese 9 (2 semesters/full year) 9JAP1/9JAP2

Students work towards building and consolidating their Japanese cultural and language understanding through the use of ICT and variety of texts as well as a strong emphasis on grammatical structures and everyday communication skills. There is also an opportunity for students to travel to Japan to improve their language and cultural understanding. Students will study Invitations, Locations, School, Seasons and Weather, Shopping and Describing Someone.

**Assessment**

Students will complete listening, reading, writing and speaking assessment in a variety of forms from listening to podcasts, writing speeches/ scripts and using ICT to record their speaking skills.

**Prerequisite:** Japanese Years 7 and 8

**Cost:** $50.00 (includes excursion)

*This pathway may lead to:* VCE Japanese Units 1-4, Year 10 International Studies, History Units 1-4

### LANGUAGES: Japanese 10 (2 semesters/full year) 0JAP1/0JAP2

Students work towards building and consolidating their Japanese cultural and language understanding through the use of ICT and variety of texts as well as a strong emphasis on grammatical structures and everyday communication skills. Students have the opportunity to prepare study skills for VCE. There is also an opportunity for students to travel to Japan to improve their language and cultural understanding. The course covers Eating Out, Homestay, Personal Skills, Part-time Job, Directions and Activities.

**Assessment**

Students complete listening, reading, writing and speaking assessment in a variety of forms from listening to podcasts, writing speeches / scripts and using ICT to record their speaking skills.

**Prerequisite:** Japanese 7, 8 & 9.

**Cost:** $42.50 (includes excursions)

### PHYSICAL EDUCATION (PE): Football Codes (1 semester) ePEFC

Students engage in a variety of football codes including: Australian Rules Football, soccer, rugby league, rugby union, gridiron, and international rules. Students will learn:

**Learning Outcomes**

- Students Investigate and apply methods of training specific to each football code and design and implement a training program to improve personal performance.
- Investigate skills specific to each football code and learn how to sequence a training session.
- Develop an understanding of rules of each football code and how to apply them as game official/referee.
- Investigate current issues in football codes such as the use of performance enhancing substances.

**Assessment Tasks**

- Training program Assignment
- Rules Tests
- End of Semester Exam

**Cost:** $30.00

*This pathway may lead to:* VCE Physical Education Units 1-4, Outdoor Education Units 1-4, VET Sport and Recreation
PHYSICAL EDUCATION (PE): From Sea to Summit (1 semester)  

This course includes theory/practical components as an introduction to topics covered in VCE Outdoor & Environmental Studies. Students will increase their leadership, teamwork and co-operation in challenges.

Learning outcomes
- Minimal impact travel and living
- Water awareness such as reading rips, currents and tides
- Snorkelling skills/Surfing skills
- Orienteering skills
- Camping including preparing and cooking meals
- Indoor rock climbing skills

Assessment
- Snorkelling, rock climbing and orienteering will be assessed
- Environmental issue assignment/ Exam

Camps/Excursions
- Overnight surf camp to Phillip Island
- Rock Climbing
- Snorkelling
- Orienteering
- Sailing
- Obstacle Course

Cost: $231.00
(Includes an environmental surf/snorkel camp, excursion to Rock Climbing Centre and tree surfing excursion.)

This pathway may lead to: VCE Physical Education Units 1-4, Outdoor & Environmental Studies Units 1-4. VET: Outdoor Rec.

PHYSICAL EDUCATION (PE): Healthy You, Healthy World

Students will explore community health issues, investigate youth health, local community health and Australia’s health on a national level as well as undertaking a personal health challenge. This unit will provide a foundation for those students going on to study VCE Health and Human Development.

Learning outcomes
- Students learn to use health data to explore personal behaviours and community actions that contribute to health of specific groups
- Students investigate community facilities available for health and physical fitness activities and explore how they might use them to maintain their wellbeing
- Students analyse the importance of policy, programs and initiatives designed to help improve health outcomes
- Students also undertake a physical activity element within this subject

Major Assessed Tasks
- Youth health in the local community task
- Local health investigation
- Australia’s health research task
- Personal health challenge
- End of Semester Exam

Cost: $50.00

This pathway may lead to: VCE Physical Education Units 1-4, Outdoor Education Units 1-4, VET Sport and Recreation
PHYSICAL EDUCATION (PE):  Leisure Studies  (1 semester)  ePELS

This subject will be centred on recreational activities and healthy lifestyles, with a non-competitive focus. Students will be exposed to a wide range of different activities that may include lawn bowls, bocce, archery, ultimate Frisbee, ten pin bowling, bush walking, fencing, go karting, rollerblading, tree-surfing and golf.

**Learning Outcomes**
- The importance of physical activity and its relationship with a healthy lifestyle
- The role of the community in promoting physical activity
- Building confidence, communication skills and leadership through participating in a diverse range of leisure activities

**Assessment**
- An investigation into Physical activity across the lifespan
- Leisure facilities in the local community research task and pamphlet design
- End of semester exam

Cost: $120.00

This pathway may lead to: VCE Physical Education Units 1-4, Outdoor Education Units 1-4, VET Sport and Recreation

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PHYSICAL EDUCATION (PE): Movement to Music (1 semester)  ePEMM

In Movement to music students explore the world of dance. Students will participate in, create and perform dance pieces in a variety of styles. Students learn the importance of safe dance practice whilst exploring their skills and technique. Students will also choreograph and perform original group pieces. Students will also experience and participate in professionally run dance classes in the following styles throughout the semester – Hip-Hop, Contemporary, Jazz, Belly-dancing, Ballroom and Zumba.

**Assessment**
- Performances
- Peer Teach
- Research Task

Cost: $105.00

This pathway may lead to: VCE Physical Education Units 1-4, Outdoor Education Units 1-4, VCE Dance, VET Sport and Recreation. VET: Dance

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PHYSICAL EDUCATION (PE): Racquet Bat & Ball (1 semester)  ePERB

Students take part in a range of sports/activities. The course will focus on skill development, strategic play, fitness components and methods of training associated with the chosen activities. It is a mainly practical based course but will also contain elements of sports science that will help students prepare for VCE.

**Students will learn**
- A variety of skills, rules and strategies associated with the chosen sports/activities.
- Which different components of fitness are important in order to train effectively for each sport/activity.
- How different methods of training can be applied and adapted in order to train effectively for each sport/activity.
- How to plan, organise and run practical sessions effectively.

**Assessment**
- Written assessments based on knowledge and understanding of chosen sports/activities and on training methods and their application.
- Practical assessment based on contribution to lessons, participation as well as performance.

Cost: $35.00

This pathway may lead to: VCE Physical Education Units 1-4, Outdoor Education Units 1-4, VET Sport and Recreation
### PHYSICAL EDUCATION (PE): Sports Coaching (1 semester) ePESC

Focuses on developing coaching, communication and leadership skills in sports coaching contexts. Emphasis on planning/participating in various sport sessions, organizing equipment and running coaching sessions. Students involved in coaching younger students in various sports and in the preparation of a junior school sporting team.

**Learning Outcomes**
- Skills and attributes of effective coaching
- Designing and implementing an effective training session
- Delivering Coaching sessions and reflection on these sessions
- Skill Acquisition, stages of learning a skill and types of physical skills
- Fitness components
- Training methods and principals

**Assessment**
- Ongoing practical coaching and reflections
- Skills and attributes of coaching outcome
- College Sports Team coaching assignment
- Skill acquisition peer teach task
- End of semester Exam

**Cost:** $32.00

*This pathway may lead to: VCE Physical Education Units 1-4, Outdoor Education Units 1-4, VET Sport and Recreation*

### PHYSICAL EDUCATION (PE) Sports Science and Fitness (1 semester) ePESF

This subject will be made up of both theory and Practical components and will serve as an introduction to VCE Physical Education for students who plan to study PE in years 11 and 12.

**Learning Outcomes**
- Students will learn about the body systems and their role in health and exercise, training principles and methods and energy systems.
- Students will analyse practical activities in order to investigate the theoretical components of the course.
- Students will be involved in laboratory activities, excursions to local gymnasiums and several incursions with a variety of exercise physiologists.

**Assessment Tasks**
- End of semester exam
- Training methods peer teach assessment
- Body system assessment

**Cost:** $56.00

*This pathway may lead to: VCE Physical Education Units 1-4, Outdoor Education Units 1-4, VET Sport and Recreation*

### PHYSICAL EDUCATION (PE): Track and Field (1 semester) ePETF

The world’s oldest and greatest sporting competitions and events will be explored and studied in the subject.

**Students will learn**
- The fundamental skills of a wide range of track and field events.
- The rules and regulations associated with each track and field event.
- Different training methods to improve performance in a range of events.

**Assessment Items**
- Writing task
- Skills assessment

**Cost:** $53.00

*This pathway may lead to: VCE Physical Education Units 1-4, Outdoor Education Units 1-4, VET Sport and Recreation*
SCIENCE: Marine Science (1 semester)

Do you realise how lucky you are to live on the Mornington Peninsula? Do you wonder at the animals and plants that can be found in the rock pools? Do you go to the Aquarium and stare at the sea jellies and wish you knew more about them? Do you see plastic in our waters that we discard and wonder what it is doing to the animals and plants that are there? The Mornington Peninsula is an amazing place and special in its location. So close to Port Phillip Bay and Westernport Bay, with marine environments ranging from rock pools, limestone reefs, saltmarshes and open water which can be easily explored. Recreational use in these areas has led to conservation issues regarding pollution, over-fishing, salinity and erosion. In this course you will explore the range and types of organisms found in different marine environments, the factors that affect them and what we can do as a community to preserve them for the future.

**Cost:** $101.00

*This pathway may lead to: VCE Environmental Science Units 1-4, VCE Chemistry Units 1-4, VCE Biology Units 1-4*

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SCIENCE: Medical Forensic Science (1 semester) eSCMF

Ever watched those numerous Forensics shows? Want to know the real Science behind them? Ever wondered what the deadliest disease is? Interested to hear the disgusting details of parasites like tapeworms? Well get ready! Medical and Forensic Science is all about the gross, the real and sometimes bloody facts about crimes and medicine! During Medical and Forensic Science you will take an in-depth look at how your body works to keep you healthy, the Chemistry, Biology and Physics scientists use to solve nearly any crime, whilst developing your essential skill set for VCE. Areas may include Toxicology (poisons) Entomology (Insects), Anthropology (bones) and the implications and dangers of blunt and edged weapons.

**Cost:** $22.00

*This pathway may lead to: VCE Biology Units 1-4, Chemistry Units 1-4, Physics Units 1-4, VCAL, VET Laboratory Skills.*

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SCIENCE: Mindworks (1 semester) eSCMW

- Can’t make up your mind? Well why not learn about the Brain and how it works?
- Mindworks is an elective for those who wish to extend their scientific understanding in preparation for VCE.
- Psychology is the study of how people, think, feel and behave. In this elective, students will study the behaviour of humans and learn how Psychology relates to mental health.
- This unit covers topics including mental health, memory, intelligence, sport psychology and the varied Psychological occupations that are available.

**Cost:** $17.00

*This pathway may lead to: VCE Psychology Units 1-4, VCAL*

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TECHNOLOGY (FABRICS): Garment Construction (1 semester) eFAGC

Students engage in design and development of basic garments such as jumpers, shorts, tracky pants. This course is an excellent foundation course leading onto VCE Product Design Fabrics.

**Students will learn**

- How to follow commercial patterns and make simple changes and modifications to achieve their design ideas.
- A variety of construction techniques and processes to enable them to be successful at making garments.
- How to structure a design folio with consideration to the design process.
- Sustainability – Social, economic and environmental issues

**Assessment**

Design Folio and completed Garment

**Cost:** $125.00

*This pathway may lead to: VCE Design & Technology Fabrics Units 1-4, VET Clothing Design & Production.*
### TECHNOLOGY (FABRICS): Creative Fabrics (1 Semester) - efACR

The students will engage in design and development of a variety of fashion accessories or soft furnishings e.g. bags, hats, quilts, soft sculpture and garments. Student’s creativity will be encouraged and explored, challenged and extended throughout the course. This course is an excellent foundation course leading onto VCE Product Design Fabrics.

**Students will learn**
- A variety of decorative techniques to create their ideas. Student’s creativity will be encouraged and explored, challenged and extended throughout the course.
- A variety of construction techniques and processes to enable them to be successful at making soft furnishings and sculptures.
- How to structure a design folio with consideration to the design process.
- Sustainability – Social, economic and environmental issues

**Assessment**
- Design Folio and completed Soft Furnishing/sculpture or Garment

**Cost:** $125.00

**This pathway may lead to:** VCE Design & Technology Fabrics Units 1-4, VET Clothing Design and Production.

### TECHNOLOGY (FOOD): Cafe Catering (1 semester) - eCAFE

Café Catering involves students creating various high quality dishes that are commonly found in cafes and restaurants. This course will enable to students to develop many café specific food preparation and presentation techniques relating to current café trends.

**Students will learn**
- How to use safe and hygienic food practises in the kitchen
- The characteristics of food ingredients and using modern trends to optimise the quality of food products.
- How to use the design process to plan and prepare for different food items.

**Assessment**
- Research Task
- Design Folio
- Production Test
- Semester Exam

**Cost:** $125.00

**This pathway may lead to:** VCE Food Studies Units 1-4

### TECHNOLOGY - FOOD: Eating Expeditions (1 semester) - eEATE

Eating Expeditions focuses on Australia’s cuisine and our evolving food habits and the influence of other cultures. This course will enable students to experience different ingredients/techniques in preparing dishes from around the world.

**Students will learn**
- The role food plays in people’s everyday lives.
- Australia’s multicultural cuisine.
- Various food preparation techniques and ingredients to produce a wide variety of dishes from around the world.
- How to use the design process to plan and prepare for production.

**Assessment**
- Research Task
- Design Folio
- Production Test
- Semester Exam

**Cost:** $125.00

**This pathway may lead to:** VCE Studies Units 1-4
TECHNOLOGY (FOOD): Fantastic Fast Foods (1 semester)  eFAFO

Fantastic Fast Foods emphasises the role of nutrition in maintaining health and wellbeing. Focus is on key nutrient functions and sources while considering diet-related conditions. This course will enable students to develop skills in food production/presentation, as well as developing an understanding of the design process, using food as medium.

Students will learn:
- The safe and appropriate use of tools and equipment in the kitchen
- Safety, hygiene and measuring procedures in the kitchen
- The major nutrients, their functions and food sources
- A variety of diet-related health conditions and their links to food
- How to use the design process to plan and prepare for food products

Assessment
- Written Test
- Research Task
- Design Folio
- Production Test
- Semester Exam

Cost: $125.00

This pathway may lead to: VCE Food Studies Units 1-4 and Health and Human Development Units 1-4

TECHNOLOGY (Food): Marvellous Menus (1 semester)  eMENU

Marvellous Menus focuses on investigating and producing different dishes that follow the courses of a menu. This subject will allow students to develop many food production and presentation skills, whilst using the design process to plan and prepare food products related to specific design briefs.

Students will learn
- How to use tools and equipment safely
- Different food preparation and processing techniques, including cake making and decorating
- Different cooking methods to optimise the properties of key foods

Assessment
- Research Task
- Design Folio
- Production Test
- Semester Exam

Cost: $125.00

This pathway may lead to: VCE Food Studies Units 1-4

TECHNOLOGY: Innovative Wood and Design (1 semester)  eWOOD

This course is designed for students to further their knowledge and skills using wood as their focal medium. A typical project would be a flat pack table with the emphasis being on innovation and design for disassembly. Laser cutting and 3D printing can also be incorporated into the project. This course is an excellent foundation course leading onto VCE Product Design, studying key issues such as sustainability, product analysis, industrial manufacturing, and the social, economic and environmental issues.

Students will learn
- To write an extended design brief, evaluation criteria and to conduct relevant research for their project
- To develop drawing and presentation skills
- To develop skills using hand tools, power tools and time management.
- To analyse social, ethical and environment considerations for global preferred futures

Cost: $125.00
Assessment
Portfolio and practical project

This pathway may lead to: VCE Product Design & Technology – Wood Units 1-4, VET Building & Construction

Cost: $120.00

TECHNOLOGY: Multi Material Product Design (1 Semester) eMMPD

The Multi Materials course focuses on developing designing and manufacturing skills using a variety of different materials, including wood, metal and plastic. There is a particular focus on the use of CAD/CAM which could involve using the laser cutter or 3D printer. An understanding of basic electronics and soldering skills will be developed. Typical projects could be a free standing lamp, USB holder, or Sustainable Clock. Assessment will be through a design portfolio and a completed practical outcome. This course is an excellent foundation course leading onto VCE Product Design and VCE Systems Engineering.

Students will learn
• Study a range of different designers and design movements to gain inspiration to develop a range of creative design ideas.
• Study key design issues such as sustainability, product analysis, industrial manufacturing, and the social, economic and environmental factors involved in producing an effective product.
• Gain an understanding of various manufacturing techniques which can be used with the different materials.
• Keep a design folio of their work.

Assessment
Folio and practical projects

This pathway may lead to: VCE Product Design & Technology – Wood Units 1-4, VET Building & Construction

Cost: $120.00

TECHNOLOGY: Architecture and 3D Modelling (1 Semester)

Students will use 3D Computer Aided software to design a range of 3D models both on screen and in physical form. This subject will help greatly those wanting to do Product Design or Visual Communication at VCE level.

Assessment:
• 3D design process; 3D model (electronic); 3D model (physical)

Cost $80.00

This pathway may lead to: VCE Information Technology 1-2, Software Development, Information Technology Applications 3-4, Visual Communication 1-4, Design Technology 1-4

TECHNOLOGY: App Development (1 Semester)

Students use a range of software tools, such as Adobe Dreamweaver, to create basic computer applications for a range of devices.

• Creation of program algorithms (coding)
• Major software project – website development
• Ethics in IT

Cost $30.00

This pathway may lead to: VCE Information Technology 1-2 Software Development, Information Technology Applications 3-4, Information Technology Software Development 3-4
TECHNOLOGY: Computer Essentials (1 Semester)

This unit will focus on the use of major productivity software such as the MS office suite. Students will learn advanced features of software such as word and excel as well as less commonly used software such as Assess and Visio.

**Assessment:**
- Small business solutions
- Ethics in IT.

**Cost:** $30.00

**This pathway may lead to:** VCE Information Technology 1-2, Information Technology Applications 3-4, Information Technology Software Development 3-4

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TECHNOLOGY: Electronic Products (1 Semester)

Students will study basic electronics' theory, learning about different electronic components and how they work together. Typical projects could be: flashing bike light, stroboscope, remote control mood light, electronic games, simple robotic projects.

**Students will learn**
- voltage, current and resistance and how these interact in a circuit;
- industry standard programming language used for programming microchips;
- how systems work in the robotics, automotive, marine and aviation industry
- soldering skills;
- to work with a range of resistant materials including wood, metal and plastic to produce complete products.

**Assessment**
Folio and completed practical project.

**Cost:** $100.00

**This pathway may lead to:** VCE Systems Engineering, VCAL/VET Integrated Technologies, VET/VCAL Electrical, VCE Product Design & Technology
Year 11 & 12 VCAL (Victorian Certificate of Applied Learning)

The Victorian Certificate of Applied Learning (VCAL) is designed to provide alternative pathways for students interested in vocationally oriented career options, attending TAFE or entering employment. At Mornington Secondary College we offer:

1. **VCAL GENERAL – Foundation (at Year 10), Intermediate and Senior**
   - VCAL General is available to students who wish to follow varied pathways.
   - Students who select VCAL General (Intermediate and Senior) must choose a VET course - refer to the VETis Program for more information. VETis is optional for VCAL General Foundation (Year 10).

2. **VCAL SPORT AND RECREATION – Intermediate and Senior**
   - Enables students to complete a Certificate III in Sport and Recreation as part of a two year VCAL program.
   - Work towards a career in the ever expanding field of Sport and Recreation.
   - Students can utilize our extensive sporting facilities while completing this fulltime course.
   - Complete units covering a range of vocational subjects geared towards sport and recreation.
   - Areas of study include: coaching and instruction, aquatics, sport, fitness, fitness industry and outdoor recreation.

**Who is the VCAL suited to?**

VCAL could be considered by students who:
- Are interested in apprenticeships or traineeships
- Do not want to go to University and/or require an ATAR
- Want a Year 11 and/or Year 12 Certificate
- Want to stay at school to complete their secondary education
- Are more attuned to applied “hands on” learning
- May want to go out to work when they finish school
- Wish to pursue Higher Education at TAFE or ACE providers in the future
- Want to develop more confidence in the workplace

Our aim in VCAL is to offer as much flexibility as possible to suit individual student needs and pathways.
- Students may undertake the Intermediate level in Year 11 and the Senior level in Year 12.
- In VCAL, students are expected to undertake a work placement, community work, SBAT or VETIS program, or a combination of these as required.
- Work placement is mandatory one day per week in VCAL.
- At year 11 and 12, the VCAL runs parallel to the VCE and provides students with a wider range of educational and training pathways.
**VCAL Curriculum Strands**

VCAL Learning Programs comprise of four Curriculum Strands:

- **STRAND 1 and 2 – Literacy and Numeracy** are designed to enhance employability skills.
- **STRAND 3 – Work Related Skills**. This includes units such as occupational health and safety, and planning for employment, and will be addressed in the English, Science and VCAL Specific Skills classes.
- **STRAND 4 – Personal Development Skills**. This may be structured activities to help develop self-confidence, teamwork and other skills important for life, employment and active citizenship. The strand will be addressed in the English, Science and VCAL Specific Skills classes.

**Assessment**

Students are assessed against learning outcomes in each strand. All strands must be satisfactorily completed to attain the VCAL.

**Certification**

Students will receive a VCAL Certificate and/or VET Statement of Attainment on successful completion of their program.

**Entrance Requirement (Intermediate and Senior)**

Students must be aged between 15 and 19 years old.

**Structured Workplace Learning (SWL)**

VCAL students are required to complete one day in the workplace each week. The work placement must be organised by the student, but must be approved by the school.

**VCAL Application Process**

Entry into the VCAL program depends on an application, interview and selection process. Students must apply using the information provided in the VCAL information packs available from the Pathways Office.

*Note: The application process for 2018 VCAL has closed. If you have any enquiries about VCAL, please refer to the VCAL Coordinator or the Pathways Office.*

**VCAL Charges**

Once a student’s VCAL place has been confirmed the family will receive an invoice with VCAL Charges and VETis charges (see below).

- VCAL General Year 11 $570.00
- VCAL Sport & Recreation Year 11 $570.00
- VCAL General Year 12 $535.00
- VCAL Sport & Recreation Year 12 $535.00
- VET Sport and Recreation Uniform $140.00
- VETis Sport & Recreation Year 11 $600.00
- VETis Sport & Recreation Year 12 $600.00

**VETis Materials Charge**

A Materials Charge set by the Registered Training Organisations is payable for all VETis programs ($60 to $800 or more depending on the program). A requirement of Chisholm Institute VETis programs is a $50 deposit (refundable only if the VETis application is withdrawn prior to lodgment with Chisholm). 2018 VETis Materials Charges will be available late Term 3 and the VETis Materials Charge will be payable by 31 December 2017. Please note, lodged VETis applications will be withdrawn if the Materials Charge has not been fulfilled.
VETis
Vocational Education & Training in Schools

VETis is optional in the VCE but compulsory in VCAL. VETis assists students to make the transition to further education, training and employment as many courses are based on entry level TAFE programs, and are designed to develop the general work related competencies, skills and knowledge required in a particular industry.

VETis Programs
- Allow students to gain the VCE/VCAL and a Certificate II or III (or partial completion) in a particular industry.  
- Promote an awareness of the world of work through work placement.  
- Develop work related skills in communication, team work, technology, problem solving, mathematical ideas and concepts, planning and organizing activities, gathering information and occupational health and safety.  
- Develop skills and knowledge required to work in a particular industry.  
- Give students a competitive edge in looking for casual and/or full time employment.  

VETis in VCE
The Victorian Curriculum and Assessment Authority (VCAA) has endorsed VETis programs which means that students can use the VCE-VETis units to satisfy the minimum requirements for VCE. All VETis in VCE programs have Unit 1 and 2 and/or Unit 3 and 4 status. Some can provide students with an ATAR contribution. The number of VCE units and the ATAR contributions varies from program to program. If successful across their subjects students will gain a VCE certificate and a VETis certificate. VETis in VCE sometimes requires students to complete one or two weeks work placement. Students must complete their VETis course in Year 11 in order to minimise disruption to their Year 12 VCE studies. 

Contribution to ATAR
Please check with the Pathways Office about how your VETis course may contribute to your ATAR.

School Based Apprenticeships & Traineeships (SBAT)
Apprenticeships and traineeships combine paid work with accredited training and are covered by a relevant industrial award. This combination of work and training provides the opportunity to develop practical skills with formal training. Apprentices are employed under a contract approved by their industry and the State Training Board and are usually one to two years. Students must have an employer willing to take him/her on as a trainee or part-time apprentice. The student may be required to attend the workplace during the school week. This will need to be discussed with and approved by the Year Level Coordinator and Student Pathways Coordinator.

CONSIDERATIONS IN SELECTING A VETis PROGRAM
Timing and Location
Most of the VETis programs are held on Wednesday afternoons in a variety of locations but this does vary depending on the program. Please check with the Pathways Office for further details and also be aware that courses may not proceed if there are insufficient class numbers.
Materials Charge
A Materials Charge set by the Registered Training Organisations is payable for all VETis programs ($60 to $800 or more depending on the program). A requirement of Chisholm Institute VETis programs is a $50 deposit (refundable only if the VETis application is withdrawn prior to lodgment with Chisholm). 2018 VETis Materials Charges will be available late Term 3 and the VETis Materials Charge will be payable by 31 December 2017. Please note, lodged VETis applications will be withdrawn if the Materials Charge has not been fulfilled.

Transport
Travel arrangements for students to and from their VETis program will be the responsibility of the parent/guardian(s). A one way system of bus transport originating from Mount Eliza Secondary College may be available in some programs to take students to their VETis location. The VETis Bus Charge will be approximately $150 (to be confirmed).

Student Commitment
There are many advantages for students who choose to complete a VETis program. MSC is committed to assisting students gain entry into the program of their choice. Students are expected to:

- Meet application deadlines
- Prepare for and attend interviews on time
- Attend classes regularly and be on time.
- Notify the school, RTO or TAFE of an impending absence
- Always act in a responsible manner
- Abide by the rules of an RTO or TAFE
- Be prepared for classes and have the necessary equipment required.
- Organise and complete work placement as required.
- Promptly notify the Pathways Office whenever problems or queries arise.

What should I do if interested in a VETis program?
Please see the Pathways Office for further information regarding your preferred VETis program. All VETis programs incur a Materials Charge.

Application Process
Select VETis on SSO (Subject Selection Online). The Pathways Office will make available information and application forms to students who select a VETis program. Application forms must be returned to the Pathways Office (and deposit paid if required) for lodgement at the Registered Training Organisation. Applications are processed on a first in basis and students are not confirmed as enrolled in a VETis program until they have received advice from the Registered Training Organisation and the Materials Charge has been fulfilled.

### VETis PROGRAMS

(For detailed information on VETis Programs that may be available for selection in 2018 log on to Compass and go to School Favourites – Careers Page – Senior School – Vocational Education and Training.)

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Please note –
- 2018 VETis Materials Charges are still to be confirmed by Registered Training Organisations (RTOs)
- Students who are currently completing the first year of their VETis program will need to re-apply for the second year of their VETis program.
- Students must be 15 years of age at the start of the 2018 school year to apply for a VETis program.
The VCE program covers Years 11 and 12 and involves four semesters of work. Over these four semesters, students will normally take a total of 20 units: 10 units of 1 and 2 studies and 10 units of 3 and 4 studies. Some students will undertake extra units, for example in Year 10.

- A unit lasts for one semester or a half year.
- Units 1 and 2 are normally attempted in Year 11 and can be taken as single units.
- Units 3 and 4 are normally attempted in Year 12 and must be undertaken as a sequence.

Successful completion of the VCE is based on satisfactorily achieving Learning Outcomes. In reporting satisfactory completion of Units 1, 2, 3 and 4, we are certifying that students have met the outcomes as set out in the VCE Study Designs. Early in each semester, students will be provided with a list of the tasks required and will be told when each is due. All students need to set goals for meeting deadlines and plan to have work completed on time.

**VCE Graduation Requirements**

The Victorian Curriculum Assessment Authority (VCAA) requires that the following apply: you must satisfactorily complete a total of no fewer than 16 units that include:

- Three units of English (Units 1 and/or 2, units 3 and 4 are vital for ATAR)
- Three sequences of Units 3 and 4 studies other than English.

Note: VET in Schools programs also comply with the above requirements.

**Assessment**

Assessment of Unit 1 and 2 studies is school-based and reported as S (Satisfactory) or N (Not Satisfactory). For Unit 3 and 4 studies, students receive grades as well as the S or N assessment. At Unit 3 and 4 level, the VCAA supervises the assessment of all students. Graded assessments are either school-based (SACs or SATs) or externally set and marked examinations. Every VCE study has at least one exam. More information regarding assessment can be obtained by visiting the VCAA website: [www.vcaa.vic.edu.au/vce/index.html](http://www.vcaa.vic.edu.au/vce/index.html)

**Tertiary Entrance Requirements**

Tertiary institutions such as universities and colleges have a range of selection criteria and it is important that students investigate requirements of courses early in the development of their career pathways. Some VCE studies are prerequisites or give students a greater chance of obtaining a high ATAR. The ATAR is used as the primary source of selection in almost 50% of courses. VCAA calculates a study score from the graded assessments in each Unit 3 and 4 study. Using these study scores, VTAC (Victorian Tertiary Admissions Centre) calculates an ATAR for each student.
Choosing a Course
Students and their parents should study this handbook, Course Selection booklets and the Guide to the VCE carefully. Students and parents need to be aware that there is a cutoff date for subject changes. When choosing courses and units, students should consider studies that:

- Interest them.
- They are good at, i.e., what type of work is required? Practical? Scientific? Essay Writing?
- Lead to employment they find appealing
- Prepare them for further training or tertiary courses that they are considering.
- Fulfill the requirements for admission to tertiary courses.
- Give them an advanced standing in a VET program or are part of a VCE/VET program leading to a VET qualification within their VCE.

Obtaining Advice and Information
It is the student’s responsibility to seek advice and make informed decisions. Students can seek advice and information from their VCE Course Counsellor. Students should also seek information on possible careers and further education courses by visiting the Pathways Office and seeking advice from the Career Practitioner. Each student, their parents and/or guardians will have an interview with a teacher at the College to discuss and finalise subject selection. Subject information is available from the appropriate subject teacher. Students interested in VET courses should see the Pathways office for information and application forms.

Planning for the Two Year Course
Students should plan for both Years 11 and 12, noting that changes can be made to suit changing interests and activities. In year 11 & 12, five units will be studied each semester. Each unit is 4 periods per week.

Units Offered
A range of units are offered to provide the widest possible student. However, due to staffing restrictions and student numbers, not all listed units will be available in any one year or semester. We will also have to timetable units together, which may restrict choices for some students. As far as possible, efforts will be made to minimize these restrictions.

Acceleration
Some Year 11 students will be able to take a Unit 3/4 sequence depending on their Year 10 results. University units can also be undertaken if students have completed Unit 3 and 4 studies in Year 11.

Fees and Charges
All units of study have a charge attached to them. Selecting one of these courses means an obligation to accept responsibility for the charge involved. Payment of the unit charge confirms the student’s place in the class. Alternative arrangements can be made in cases of financial difficulty.
## VCE UNITS 1 and 2

### ENGLISH – COMPULSORY

Students are able to select any one of following 1/2 English Units or a combination of any two of these units.
- **English**
- **English Language**
- **Literature**

<table>
<thead>
<tr>
<th>Arts</th>
<th>Humanities</th>
<th>Health &amp; Physical Education</th>
<th>Science</th>
<th>Technology</th>
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<td>• Product Design &amp; Technology - Woodwork</td>
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<td>• Studio Arts – Photography</td>
<td>• History –20th Century</td>
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<td>• Psychology</td>
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<td>• Visual Communication Design</td>
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## VCE UNITS 3 and 4

### ENGLISH – COMPULSORY

Students are able to select any one of following 3/4 English Units or a combination of any two of these units.
- **English**
- **English Language**
- **Literature**

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## VCE UNITS 3 and 4

### Science
- Biology
- Chemistry
- Physics
- Psychology

### Technology
- Food Studies
- Information Technology Applications
- Information Technology: Software Development
- Product Design & Technology – Fabrics
- Product Design & Technology - Woodwork
### ACCOUNTING
#### UNITS 1 & 2

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<td>1ACCO/2ACCO</td>
<td>Mr Stephen Herbertson</td>
<td>$25.00</td>
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#### UNIT 1: ESTABLISHING AND OPERATING A SERVICE BUSINESS

**Students will learn to**
- Focus on the recording, reporting and analysing of accounting information of small businesses.
- To examine the role of accounting in the decision-making process for a sole trader of a service business.

#### UNIT 2: ACCOUNTING FOR A TRADING BUSINESS

**Students will learn**
- About accounting for a sole trader of a trading business.
- About cash and credit transactions to determine profit.
- To evaluate the performance of businesses and suggesting strategies on improvement.
- An accounting software package; QuickBooks

**Assessment**
- Exercises using a commercial accounting software package
- Folio of manual and computer exercises;
- Tests/Exams
- Assignments
- Case studies
- Reports

### ACCOUNTING
#### UNITS 3 & 4

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#### UNIT 3: RECORDING AND REPORTING FOR A TRADING BUSINESS

**Students will learn**
- About financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system.
- To use the double entry system of recording financial data and prepare reports using the accrual basis of accounting.

#### UNIT 4: CONTROL AND ANALYSIS OF BUSINESS PERFORMANCE

**Students will learn**
- How to use financial and non-financial information in assisting management in the decision-making process.
- To investigate the role and importance of budgeting for the business
- To interpret accounting information from accounting reports, graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

**Assessment**
- Folio of manual and computer exercises
- Tests
- Assignments
- Case studies
- Reports
- End of year exam
This study encourages students to explore ideas, working methods and a range of technical skills through personal and independent investigation and experimentation. Students develop an understanding of the use of visual language to document their exploration and development of ideas, techniques and processes in a visual diary.

Students explore the practices of artists who have been inspired by ideas relating to their personal and cultural identity, as well as the influence of contemporary ideas.

Students will learn how to examine and analyse how structural, personal, cultural and contemporary aspects contribute to artworks and their meanings, as well as to document the reflection of their own ideas and art making.

**Students will learn**
- To create and discuss artworks using a wider range of personal inspiration and materials, producing at least 1 finished artwork.
- To analyse, interpret, discuss and compare a variety of artworks from different times and cultures using the structural, personal, cultural and contemporary frameworks.

**Assessment**
- Portfolio of works including one finished artwork
- School Assessed Coursework
- Mid-year and end of year exam

Students link their growing theoretical understanding of art to enhance their own art making practice. Students apply imagination and creativity to develop their ideas through the art process and visual language. Their art making is supported through investigation, exploration and application of a variety of materials, techniques and processes.

**Students will learn**
- How to create innovative and broad explorations and experimentations using a wide range of materials in order to create a sustained folio of work
- How to research, analyse, interpret and compare artworks and artist from different time periods
- How to discuss, debate and research art ideas and accompanying issues

**Assessment**
- Portfolio of works including two finished artworks
- School Assessed Coursework
- End of year exam
# AUSTRALIAN AND GLOBAL POLITICS

**UNITS 1 & 2**  
**1IAGP/2IAGP**  
Contact: Mr Stephen Herbertson  
Cost: $40.00 (includes excursion)

This is a subject that looks at the way politics is practised in Australia and how it compares with other democratic systems, in the challenges of the implementation of policy.

**Students will learn**
- To understand the broad variety of links and interactions between states (countries) and non-state entities in an increasing globalisation.
- About politics as the seeking and exercise of power by individuals, groups and states.
- To investigate the inter-connectedness of a state in the global political arena looking at contemporary issues and events.

**Assessment:**
- School Assessed Coursework (SAC)
- An exam is also part of the assessment.

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# GLOBAL POLITICS

**UNITS 3 & 4**  
**3IAGP/4IAGP**  
Contact: Mr Stephen Herbertson  
Cost: $25.00

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 and Global Politics gives an insight into the political, social, cultural and economic forces that shape our rapidly changing world and provides knowledge and skills that prepare students for formal study at the tertiary level or in vocational education and training settings.

**UNIT 3: GLOBAL ACTORS**  
**UNIT 4: GLOBAL CHALLENGES**

**Student will be able to**
- Understand and use fundamental political concepts
- Understand the nature of contemporary politics and power in national and global contexts
- Critically examine the characteristics and features of Australian democracy
- Analyse factors which shape the formulation and implementation of domestic and foreign policy
- Analyse global issues and challenges and the key actions which influence these
- Evaluate the effectiveness of responses to global crises
- Develop skills of logical and rational analysis, synthesis and argument.

**Assessment**
- 2 SACs per unit
- End of year Exam (50% of total score)
VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels.

UNIT 1: How do living things stay alive?
Area of study 1, How do organisms function?
In this area of study students examine the structure and functioning of cells and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell. Although the internal structure of a cell varies, all cells require a relatively stable internal environment for optimal functioning.
Area of Study 2, How do living systems sustain life?
In this area of study students examine the structural, physiological and behavioural adaptations of a range of organisms that enable them to survive in a particular habitat and to maintain a viable population size over time. Students consider the distinction between the external and internal environment of an organism and examine how homeostatic mechanisms maintain the internal environment within a narrow range of values for factors including temperature, blood glucose and water balance.
Area of Study 3, Practical investigation
Survival requires control and regulation of factors within an individual and often outside the individual. In this area of study students design and conduct a practical investigation into the survival of an individual or a species.

UNIT 2: How is continuity of life maintained?
Area of Study 1, How does reproduction maintain the continuity of life?
In this area of study students consider the need for the cells of multicellular organisms to multiply for growth, repair and replacement. They examine the main events of the cell cycle in prokaryotic and eukaryotic cells. Students become familiar with the key events in the phases of the cell cycle, and focus on the importance of the processes involved in a cell’s preparation for cell division.
Area of Study 2, How is inheritance explained?
In this area of study students build on their understanding of the nature of genes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses.
Area of Study 3 Investigation of an issue
In this area of study students investigate the increasing uses and applications of genetics knowledge and reproductive science in society both provide benefits for individuals and populations and raise social, economic, legal and ethical questions.

Assessment per unit:
- Practical activities or investigations
- Multimedia presentation
- Oral presentation
- Annotated poster
- Essays
- Research tasks
- Tests/exams

UNIT 3: How do cells maintain life?
Area of study 1, How do cellular processes work?
In this area of study students focus on the cell as a complex chemical system. They examine the chemical nature of the plasma membrane to compare how hydrophilic and hydrophobic substances move across it. They model the formation of DNA and proteins from their respective subunits. The expression of the information encoded in a sequence of DNA to form a protein is explored and the nature of the genetic code outlined.
Area of Study 2, How do cells communicate?
In this area of study students focus on how cells receive specific signals that elicit a particular response. Students apply the stimulus-response model to the cell in terms of the types of signals, the position of receptors, and the transduction of the information across the cell to an effector that then initiates a response. Students examine unique molecules called antigens and how they elicit an immune response, the nature of immunity and the role of vaccinations in providing immunity.

UNIT 4: How does life change and respond to challenges over time?
Area of Study 1, How are species related?
In this area of study students focus on changes to genetic material over time and the evidence for biological evolution. They investigate how changes to genetic material lead to new species through the process of natural selection as a mechanism for evolution. Students examine how evolutionary biology and the relatedness of species is based upon the accumulation of evidence. They learn how interpretations of evidence can change in the light of new evidence as a result of technological advances, particularly in molecular biology.

Area of Study 2, How do humans impact on biological processes?
In this area of study students examine the impact of human culture and technological applications on biological processes. They apply their knowledge of the structure and function of the DNA molecule to examine how molecular tools and techniques can be used to manipulate the molecule for a particular purpose. Students describe gene technologies used to address human issues and consider their social and ethical implications.

Area of Study 3, Practical investigation
A student-designed or adapted investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4.

Assessment per unit
At least five from the following:
• Practical activities or investigations
• Multimedia presentation
• Oral presentation
• Annotated poster
• Essays
• Research tasks
• Tests

BUSINESS MANAGEMENT
1BSMN/2BSMN Contact: Mr Stephen Herbertson
Cost: $30.00

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation.

• In Unit 1 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. Students also investigate how business ideas are created and how opportunities are created for new business ideas to emerge.

• In Unit 2, the focus is on the external business environment. Students consider a wide range of factors from the external environment and the effects these may have on the decisions made when planning a business. Students investigate how the internal environment relates to the external environment and the effects of this relationship on planning a business.

Assessment
• Students complete a series of assessment tasks during Units 1 & 2 as well an exam each semester.
BUSINESS MANAGEMENT

3BSMN/4BSMN Contact: Mr Stephen Herbertson

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.

UNIT 4 – TRANSFORMING BUSINESS
- 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.

CHEMISTRY

1CHEM/2CHEM Contact: Mr George Wardle

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond.

UNIT 1: How can the diversity of materials be explained?
Area of Study 1, How can knowledge of elements explain the properties of matter?
In this area of study students focus on the nature of chemical elements, their atomic structure and their place in the periodic table.
Area of Study 2, How can the versatility of non-metals be explained?
In this area of study students explore a wide range of substances and materials made from non-metals including molecular substances, covalent lattices, carbon nanomaterials, organic compounds and polymers.
Area of Study 3, Research investigation.
In this area of study students apply and extend their knowledge and skills developed in Area of Study 1 and Area of Study 2 to investigate a selected question related to materials.

Unit 2: What makes water such a unique chemical?
Area of Study 1, How do substances interact with water?
In this area of study students focus on the properties of water and the reactions that take place in water including acid-base and redox reactions. Students relate the properties of water to the water molecule’s structure, polarity and bonding.
Area of Study 2, How are substances in water measured and analysed?
In this area of study students focus on the use of analytical techniques to measure the solubility and concentrations of solutes in water, and to analyse water samples for various solutes including chemical contaminants.
Area of Study 3, Practical investigation
On completion of this unit the student should be able to design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.
Assessment
- School assessed coursework tasks
- Experimental data collection and analysis
- Teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

CHEMISTRY
3CHEM/4CHEM  Contact: Mr George Wardle  Cost: $50.00

Unit 3: How can chemical processes be designed to optimise efficiency?
Area of Study 1, What are the options for energy production?
In this area of study students focus on analysing and comparing a range of energy resources and technologies, including fossil fuels, biofuels, galvanic cells and fuel cells, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications.

Area of Study 2, How can the yield of a chemical product be optimised?
In this area of study students explore the factors that increase the efficiency and percentage yield of a chemical manufacturing process while reducing the energy demand and associated costs.

Unit 4: How are organic compounds categorised, analysed and used?
Area of Study 1, How can the diversity of carbon compounds be explained and categorised?
In this area of study students explore why such a vast range of carbon compounds is possible. They examine the structural features of members of several homologous series of compounds, including some of the simpler structural isomers, and learn how they are represented and named.

Area of Study 2, What is the chemistry of food?
Food contains various organic compounds that are the source of both the energy and the raw materials that the human body needs for growth and repair. In this area of study students explore the importance of food from a chemical perspective.

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

Assessment
- Tests and practicals
- School-assessed Coursework
- Experimental data collection and analysis.
- End-of-year examination.

COMPUTING: COMPUTING
1INFO/2INFO  Contact: Ms Lara Adams  Cost: $50.00

VCE Computing: Computing focuses on the processing of data and the management of information and information systems. Information and communications technology (ICT) is evolving rapidly and this changes how tasks and activities are undertaken creating a vast array of new occupational opportunities.

UNIT 1: IT IN ACTION
Students will learn
- How to acquire and apply a range of knowledge and skills to manipulate different data types
- To create solutions used to persuade, educate, inform and entertain.

UNIT 2: IT PATHWAYS
Students will learn
- How networking information systems allow exchange of data locally and globally through a variety of devices.
Assessment:
- School Assessed Coursework (SAC)
- Exam

**COMPUTING: SOFTWARE DEVELOPMENT**

**UNIT 3 & 4**

Contact: Miss Lara Adams  
Cost: $50.00

**VCE Computing: Software Development** focuses on the processing of data and the management of information and information systems. Information and communications technology (ICT) is evolving rapidly and this changes how tasks and activities are undertaken creating a vast array of new occupational opportunities.

**Unit 3: Software Development:**
This unit focuses on using programming language as a strategy for problem solving for users in a networked environment. Students will develop a detailed understanding of stages of analysis, design and development and pursue developmental outcomes using this language.

**Unit 4: Software Development:**
Students will be looking at the information needs of individuals, organisations and society and create purpose designed solutions in a networked environment.

**Assessment:**
- School Assessed Coursework (SAC)/Exam.

**DANCE**

**UNITS 1 & 2**

Contact: Miss Ella Chapman  
Cost: $95.00 (includes Top Arts Excursion)

In this study, students explore the body as an instrument of expression. They create and perform solo and group pieces originating from different dance making processes and apply their knowledge of safe dance practices in the development of physical skills and body actions.

Students also develop their skills in analysing cultural influences & discuss ways in which the contrasting qualities of movement express the intention of their own and dance works of others.

**Students will learn**
- To describe and document the expressive intention, body actions and physical skills used in their own and other choreographers’ dance works; and use cultural influences that impact on their own dance making.
- To choreograph and perform a solo work
- To expressively perform a learnt group dance work.
- To describe aspects of the physiology of the dancer’s body and demonstrate use of safe dance

**Assessment:**
- Written Report
- Test
- Performance
- Mid-Year and end of year exam

**Prerequisite:** it is expected that students will have at least 2-3 year prior dance experience.
The study of Drama focuses on the creation and performance of characters and stories in naturalistic and non-naturalistic ways. Students draw on a range of stimulus material and play-making techniques to develop and present devised work.

Students also explore a range of performance styles and conventions, dramatic elements and stagecraft. They use performance and expressive skills to explore and develop role and character. They analyse the development of their own work and performances by other drama practitioners.

**Students will learn**

- How to create and document solo and ensemble drama performances using experiences, stories and specific dramatic styles.
- Drama practitioners and of an Australian drama work.

**Assessment**

- Journal/folio of performance development
- Performance
- Written reflection on performance
- SAC – written analysis of a viewed performance
- Exam

Unit 3 focuses on non-naturalistic devised ensemble drama. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions and work collaboratively to devise, develop and present an ensemble performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Students also analyse a professional performance that incorporates non-naturalistic performance styles and production elements selected from the prescribed VCE Drama Unit 3 Playlist.

Unit 4 focuses on the development and presentation of non-naturalistic devised solo performances. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skill in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and performance and expressive skills to develop and present a short solo performance.

**Students will learn**

- How to devise, document and perform a non-naturalistic ensemble performance.
- How to devise, document and perform a non-naturalistic solo performance.
- How to analyse the creation, development and performance of their devised work.
- How to analyse the portrayal of stories, characters and performance styles in a drama performance by other drama practitioners.

**UNIT 3**

**Outcome 1:** Develop and present character/s within a devised non-naturalistic ensemble performance.

**Outcome 2:** Analyse use of processes, techniques and skills to create and present a devised ensemble performance.

**Outcome 3:** Analyse and evaluate a non-naturalistic performance.
UNIT 4
Outcome 1: Devise a solo performance in response to given stimulus material and describe the non-naturalistic qualities of the performance.
Outcome 2: Create, develop and perform a non-naturalistic drama solo in response to a prescribed structure.
Outcome 3: Analyse and evaluate the creation, development and presentation of a devised non-naturalistic solo performance.

Assessment:
- Development journal
- SAC – extended response questions
- Ensemble performance
- End-of-year performance examination
- End-of-year written examination

ECONOMICS UNITS 1 & 2
1ECON/2ECON Contact: Mr Stephen Herbertson
Cost: $25.00

Economics is an exciting and challenging subject. If you want to know how economic decisions are made and how they impact on your lives then this is the subject for you.

Unit 1: The behaviour of consumers and businesses
Students will learn about:
- The key economic questions of what and how much to produce,
- How to produce and who gets to enjoy the benefits of what is produced.
- The reasons why people might respond differently to incentives and how this can affect living standards.
- The tools that economists have developed to help them solve economic problems and apply them to contemporary economic issues.
- The role of relative prices and other non-price factors in the allocation of resources in a market-based economy.

Unit 2: Contemporary economic issues
The students will learn about:
- The meaning and importance of economic growth and its effect on material and non-material living standards.
- The effect of an ever growing economy on other aspects of modern life.
- The nature of key economic trade-offs.
- The role of alternative economic indicators
- The factors contributing to, and the effects of, increasing economic efficiency.
- The effect of efficiency on income distribution and the incidence of poverty
- Contemporary budgetary policy initiatives and how these may have affected the goals of equity in the distribution of income and efficiency of resource allocation.
- The economic costs and benefits associated with greater levels of international trade, movement of capital and economic integration

ASSESSMENT
- Written analyses
- Folio pieces
- Problem solving tasks
- Case studies
- Essay
- Presentations (multimedia, visual, oral)
- Tests and a debate
**ECONOMICS**

**3ECON/4ECON**

**Contact:** Mr Stephen Herbertson

**Cost:** $25.00

**Unit 3: Australia’s economic prosperity**

Students will learn about:

- The role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services.
- The key measures of efficiency and how market systems can result in efficient outcomes.
- The need for government intervention in markets and why markets might fail to maximise society’s living standards.
- Unintended consequences of government intervention in the market.
- The factors that influence the level of aggregate demand and aggregate supply in the economy.
- Models and theories to explain how changes in these variables might influence the achievement of the Australian Government’s domestic macroeconomic goals and affect living standards.
- Economic relationships with its major trading partners.

**Unit 4: Managing the economy**

Students will learn:

- The role of the Reserve Bank of Australia (RBA) with a focus on its responsibility to alter the cost and availability of credit in the economy.
- How changes to interest rates can affect the level of aggregate demand in the economy and how these changes might affect the achievement of the Australian Government’s domestic macroeconomic goals.
- The effects of the last two Australian Government budgets.
- How the Australian Government utilises aggregate supply policies to manage the Australian economy.
- The role of both market-based and interventionist approaches to managing the supply side of the economy.
- The role of microeconomic reform in terms of its effect on economic prosperity and the achievement of the Australian Government’s domestic macroeconomic goals.

**ASSESSMENT**

- Written analyses
- Folio pieces
- Problem solving tasks
- Case studies
- Essay
- Presentations (multimedia, visual, oral)
- Tests and a debate

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**ENGLISH**

**1ENGH/2ENGH**

**Contact:** Ms Paula Chambers

**Cost:** $60.00 (includes excursion)

(Students are able to select any one of English 1/2, English Language 1/2 or Literature 1/2 UNITS or a combination of up to any two of these units.)

**UNITS 1 & 2**

The focus of Unit 1 is reading and responding to texts analytically and creatively. Students analyse arguments and the use of persuasive language in a range of texts and create their own texts intended to position audiences. Students develop competence and confidence in creating written and oral texts. The focus of Unit 2 is comparing the presentation of ideas, issues and themes in two selected texts. Students analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

The areas of study will cover:

- Reading and creating texts
- Reading and comparing texts
- Analysing and presenting argument
Assessment:
- Reading and responding analytically to texts.
- Reading and responding creatively to texts taking account of audience and purpose.
- Identify and analyse in writing the presentation of argument and how language can be used to persuade readers and viewers.
- Present a reasoned point of view in oral form.
- Examination.

ENGLISH UNITS 3 & 4
3ENGH/4ENGH Contact: Ms Paula Chambers Cost: $120.00 (includes excursion)

The focus of Unit 3 students is reading and responding to texts analytically and creatively. Students analyse arguments and the use of persuasive language in texts.

In Unit 4 students compare the presentation of ideas, issues and themes in texts. They also create an oral presentation intended to position audiences about an issue currently debated in the media.

The areas of study will cover:
- Reading and creating texts
- Reading and comparing texts
- Analysing and presenting argument

Outcomes – Unit 3
- Produce an analytical interpretation of a selected text, and a creative response to a different selected text.
- 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.

Listening to texts (EAL students only) - Comprehend a spoken text.
Outcomes – Unit 4
- Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
- Construct a sustained and reasoned point of view on an issue currently debated in the media in oral form.

In VCE English/EAL the student’s level of achievement will be determined by School-assessed Coursework and an end-of-year examination. The VCAA will report the student’s level of performance as a grade from A+ to E or UG (ungraded) for each of three Graded Assessment components: Unit 3 School-assessed Coursework, Unit 4 School-assessed Coursework and the end-of-year examination.

UNITS 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE English/EAL students’ level of achievement will be determined by School-assessed Coursework (SACs) as specified in the VCE study design, and external assessment.

- Percentage contributions to the study score in VCE English/EAL are as follows:
  - Unit 3 School-assessed Coursework: 25 per cent
  - Unit 4 School-assessed Coursework: 25 per cent
  - End-of-year examination: 50 per cent.
ENGLISH LANGUAGE

1LANG/2LANG  Contact: Ms Paula Chambers/Mrs Victoria Milner  Cost: $60.00

This course explores a range of matters linked to human communication. We study how and why we communicate. We specifically focus on the various stages involved in the language development of children. Finally, we look at how English has evolved from a minor tribal dialect to a global language.

Students will
- Identify and describe primary aspects of the nature and functions of human language
- Describe what children learn when they acquire language and discuss a range of perspectives on how language is acquired.
- Describe language change as represented in a range of texts and analyse attitudes to language change.
- 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 tasks
- Assignment on child language acquisition
- Essay on theories of child language acquisition
- Assignment on features of animal and human communication
- Essay on the history of English
- Assignment on English as a global language
- Assignment on Australian Aboriginal languages
- Exam

ENGLISH LANGUAGE

3LANG/4LANG  Contact: Ms Paula Chambers/Mrs Victoria Milner  Cost: $120.00

Unit 3
In this unit students investigate formal and informal varieties of English in contemporary Australian social settings. We explore how written and spoken texts communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the stylistic features of formal and informal language in both spoken and written modes.

Students consider how written and spoken texts are influences by contexts in which they occur. We examine how function, field, mode, setting and 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 registers and how this affects 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
In this unit students focus on the role of language in establishing and challenging different identities in contemporary Australian society, including national, regional, cultural and social variations. Students examine a range of texts to explore the ways different identities are constructed. These texts include 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 our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between ‘us’ and ‘them’, creating solidarity and reinforcing social distance.

Details of the possible SAC formats are listed in the VCAA Handbook.

Unit 3 School-assessed Coursework: 25 per cent
Unit 4 School-assessed Coursework: 25 per cent
End-of-year examination: 50 per cent

EXTENDED INVESTIGATION

This VCE study is designed to challenge and extend VCE students through an extended and rigorous research and investigation process. This study would be a perfect fit for students who have completed an early VCE subject and have a spare 3/4 Unit when they reach Year 12. It will provide a meaningful study to prepare students for university-type research and independent learning. It will increase community links with the school and potentially allow students to “give back” to the community.

Major Learning Outcomes:
- Develop and construct a rigorous research question
- Understand and apply research methods
- Explore a chosen area of investigation in depth
- Develop as independent, critical and reflective learners
- Develop research project management knowledge and skills
- Analyse and evaluate findings and results
- Develop skills in written and oral presentation of research findings.

Assessed Tasks:
- School-assessed Coursework
- Externally-assessed Critical Thinking Test.
- Externally-assessed Task

The aim is to create an Extended Investigation Journal, written report and oral presentation reflecting the student’s findings within their topic area.

ENGLISH: LITERATURE

(Students are able to select from English 1/2, English Language 1/2 or Literature 1/2 or a combination of no more than two English Subjects.)

Students are invited to develop more informed responses to texts. We read and discuss a broad range of novels, plays and film. The five areas of study are designed to develop students’ knowledge and understanding of the texts studied.

There are four outcomes. There are four set texts and some supplementary texts that are studied.
- Unit One, Outcome One: Reading Practices.
- Unit One, Outcome Two: Ideas and concerns in texts.
- Unit Two, Outcome One: The text, the reader and their contexts.
- Unit Two, Outcome Two: Exploring connections between texts.
**Assessment**
- Each area of study has an Outcome.
- Students are expected to complete set learning tasks and the assessment.
- School based exam at the end of each semester.

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**ENGLISH: LITERATURE**

**3LITR/4LITR**  
Contact: Ms Paula Chambers  
COST: $120.00 (includes excursion)

The FOUR areas of study are designed to develop students’ knowledge and understanding of the texts studied.

1. Adaptations and transformations – the extent to which meaning changes when a text is adapted.
2. Creative response – respond creatively to a text and comment on the connections.
3. Literary perspectives – produce an interpretation of a text using different literary perspectives.

**Assessment**
- Each area of study has an Outcome.
- Students are expected to complete set learning tasks and the assessment.
- School based exam at the end of semester one.
- VCAA exam at the end of the year (50% of the mark for Literature).

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**ENVIRONMENTAL SCIENCE**

**1ENSC / 2ENSC**  
Contact: George Wardle  
Cost: $64.00 (includes field work excursion)

Environmental Science provides the opportunity for students to understand the structure, function and diversity of natural ecosystems on this planet and evaluate the impacts of human activities on them. Students examine strategies to maintain and protect the ecological health of the environment while meeting the needs and desires of human populations.

**Unit 1: How are Earth’s systems connected?**

**Area of Study 1, How is life sustained on Earth?**

Life on Earth is dependent on four major inputs: energy, nutrients, air and water. In this area of study students examine the processes and interactions occurring within and between Earth’s four systems – the atmosphere, biosphere, hydrosphere and lithosphere – that affect the availability, accessibility and usability of these inputs for life.

**Area of Study 2, How is Earth a dynamic system?**

In this area of study students explore changes in systems that can occur over different time scales (short, medium or long term), have cyclic or unpredictable patterns, and can be caused by natural- or human-induced factors. They examine the flow of matter and energy in selected environmental events and phenomena with reference to natural and unpredictable or abrupt environmental changes in Earth’s four systems. Students learn how environmental changes may be monitored and measured.
Area of Study 3, Practical investigation.

Unit 2: How can pollution be managed?
Area of Study 1, When does pollution become a hazard?
In this area of study students examine biotic and abiotic indicators of pollution in various environments. Using selected examples, they distinguish between pollutants that result in bioaccumulation, and air- or water-borne pollutants. Students explore the chemical and physical characteristics, sources and transport mechanisms of pollutants and consider how levels of safety standards are set.
Area of Study 2, What makes pollution management so complex?
In this area of study, students investigate three pollutants of national or global concern. They explain how pollutants move through, and affect, the atmosphere, biosphere, hydrosphere and lithosphere, and compare treatment and management options for each pollutant. Students also explore the limitations of the categorisation of pollution as air, water and soil pollution.
Area of Study 3, Case study
In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and 2 to investigate a case study involving the management of a selected pollutant of local interest.

Assessment
- Tests and fieldwork practicals
- Written Examination
- Media analysis/report

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FOOD STUDIES

Unit 1: Food origins
Key topics:
- Food around the world - students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world.
- Food in Australia - students focus on the history and culture of food in Australia.

Unit 2: Food makers
Key topics:
- Food industries – students focus on commercial food production in Australia, encompassing primary production and food processing and manufacturing, and the retail and food service sectors.
- Food in the home -students further explore food production, focusing on domestic and small-scale food production.

Assessment
- School Assessed Coursework, made up of:
  - Practical activities and records
  - A short written report, a media analysis, a research inquiry
- Examination

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FOOD STUDIES

Unit 3: Food in daily life
Key topics:
- The science of food.
- Food choice, health and wellbeing - students focus on patterns of eating in Australia and the influences on the food we eat.
Unit 4: Food issues, challenges and futures

Key topics:
- 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.

Assessment
- School Assessed Coursework, made up of:
  - Practical activities and records
  - A short written report, a media analysis, a research inquiry

VCAA Examination

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GEOGRAPHY

1GEOG/2GEOG Contact: Mr Stephen Herbertson  
Cost: $65.00 (includes Field Work excursion)

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena:

What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future?

Students will learn:
- What are geographical hazards and how they can be classified.
- Where different types of hazards are located in the world.
- The causes of different types if hazards (for example geological hazards and hydro-meteorological hazards).
- The impact of hazards on people and the environment.
- The changing nature of tourism.
- To investigate two different types of tourism from different parts of the world.
- The positive and negative impact of tourism.
- How to undertake a local fieldwork investigate
- How to analyse maps, data and other geographic information.

Assessment
- School Assessed Coursework (SAC)/Exam
- Fieldwork report (1500-2000 words)

GEOGRAPHY

3GEOG/4GEOG Contact: Mr Stephen Herbertson  
Cost: $45.00 (includes Field Work excursion)

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth’s surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these.

Students will learn
- How the world’s natural land cover is changing in many parts of the world, e.g. deforestation, desertification, and melting ice sheets and glaciers.
- The impact of climate change, geomorphological events and human actions on land use.
- How to carry out a local fieldwork to investigate changing land use.
- The patterns of population change, movement and distribution.
Assessment
- School Assessed Coursework (SAC)
- Fieldwork report (1500-2000 words)
- Exam

HEALTH AND HUMAN DEVELOPMENT

UNIT 1: UNDERSTANDING HEALTH AND WELLBEING
Students will learn
- About the concepts of youth health and individual human development.
- Explore the interrelationships that exist within and between them.
- Awareness of the differing methods for measuring health status and develop a greater understanding of the health status of youth.
- About a range of determinants and their ability to influence youth health and individual human development.
- 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.

UNIT 2: MANAGING HEALTH AND DEVELOPMENT
Students will learn
- About prenatal health and individual development
- The health and individual human development of Australia’s unborn children.
- About the physical changes that occur from conception to birth.
- Healthcare within Australia.
- How determinants, including physical environment, biological, behavioural and social, influence prenatal health and individual human development.
- Child health and individual development
- About period from birth to approximately twelve years and the physical, social, emotional and intellectual changes that occur in this period
- About adult health and individual development in relation to the physical, social, emotional and intellectual changes that occur during adulthood.

Assessment Units 1 & 2:
- Coursework
- School assessed coursework
- Exam

HEALTH AND HUMAN DEVELOPMENT

UNIT 3: AUSTRALIA’S HEALTH IN A GLOBALISED WORLD
Students will learn
- About the health status of Australia’s population with other developed countries.
- The 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.
- To analyse approaches to health and health promotion
- To describe Australia’s health system and the different roles of government and non-government organisations in promoting health.
UNIT 4: GLOBAL HEALTH & HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

Students will learn

• To analyse factors contributing to variations in health status between Australia and developing countries
• To evaluate progress towards the United Nations Millennium Development Goals
• To describe the interrelationship between health, human development and sustainability.
• To describe and evaluate programs implemented by international and Australian government organisations in promoting health, human development and sustainability.

Assessment

• A data analysis
• A visual presentation, such as a concept/mind map, poster or presentation file
• A multimedia presentation.

HISTORY – 20TH CENTURY

UNIT 1: CRISIS AND CONFLICT 1900-1945

Investigating the rise of the Nazi Party students will explore key events of the 20th Century. They will learn how to analyse propaganda material from the time in order to gain a greater understanding of political ideas.

The students will learn to:

• Analyse and explain the development of a political crisis in the period.
• Analyse and discuss patterns of social life and the factors that influenced social change.
• Analyse the relationship between the historical events and films produced at the time.

UNIT 2: IDEAS AND POLITICAL POWER 1945-2000

This unit examines the world since 1945. Focusing on the role of the United States of America students examine the Cold War and investigate the Civil Rights Movement. The unit concludes with a research project which will investigate a contemporary world issue.

The students will learn to:

• Analyse and discuss how post-war societies used ideologies to legitimise their world view and portray competing systems.
• Evaluate the impact of a challenge to established order during the second half of the 20th Century.

HISTORY – REVOLUTIONS

UNIT 3: RUSSIAN REVOLUTION

Students will learn

• The period between 1905 to 1924
• About key events eg: the 1905 Revolution, WW1, the Civil War, he role of key people including Tsar Nicholas II, Kerensky, Lenin.
• To draw on what was created in the new society.

UNIT 4: FRENCH REVOLUTION

Students will learn

• To examine France in the period 1781 to 1795. The importance of the Estates-General, the storming of the Bastille, the Great Fear, the Jacobin Terror and the Revolutionary War
• About the role of key people including King Louis XVI, Rousseau, Voltaire, Sieyes, Mirabeau, Danton, Marat and Robespierre.
• To address overall the historical impact of the revolution.
Assessment:
- School Assessed Coursework & Exam.

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<th>INDONESIAN (SECOND LANGUAGE)</th>
<th>UNITS 1 &amp; 2</th>
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<td>S1_INDO/S2_INDO</td>
<td>Contact: Ms Diana Roberts</td>
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Students will develop their skills of listening, reading, writing and speaking in Indonesian around the themes of their personal world, Education and Aspirations, Australia and Indonesian relations, Arts and Entertainment and Visiting Indonesia.

Students will learn to
- Establish and maintain a spoken or written exchange related to personal areas of experience
- Listen to, read and obtain information from spoken and written texts
- Produce a personal response to a text focusing on real or imaginary experience.
- Participate in a spoken or written exchange related to making arrangements and completing transactions
- Listen to, read, and extract and use information and ideas from spoken and written texts
- Give expression to real or imaginary experience in spoken or written form

Assessment
- School assessed coursework (three outcomes per unit)
- Written exam (completed at the conclusion of unit one and unit two)
- Speaking exam (students are interviewed by a small panel about their personal world)

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<th>INDONESIAN (SECOND LANGUAGE)</th>
<th>UNITS 3 &amp; 4</th>
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<td>S3_INDO/S4_INDO</td>
<td>Contact: Ms Diana Roberts</td>
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Students will develop their skills of listening, reading, writing and speaking in Indonesian around the themes of Lifestyles, Customs and Traditions, Social Issues, Environmental Issues and the World of Work. Students also choose an area of major study in Unit 4 and this topic will be assessed as part of their coursework and the speaking exam at the end of unit four.

Students will learn to
- Express ideas through the production of original texts
- Analyse and use information from spoken texts
- Exchange information, opinions and experiences
- Analyse and use information from written texts
- Respond critically to spoken and written texts which reflect aspects of the language and culture of Indonesian-speaking communities

Assessment
- School assessed coursework (three outcomes per unit)
- Speaking exam (students are interviewed by a small panel about their personal world and their major study)
- Written exam (students are assessed on their listening, reading and writing skills)
JAPANESE   UNITS 1 & 2  
1JAPN/2JAPN  Contact: Ms Diana Roberts  Cost: $36.00 (Includes excursion)

Students will develop skills in listening, speaking, reading and writing Japanese around the themes of the individual, Japanese speaking communities and the changing world. They will expand their knowledge of Japanese written scripts and develop their skills in producing a wide variety of text types including articles, reviews, personal accounts and interviews.

Students will learn to
- Establish and maintain a spoken or written exchange related to personal areas of experience
- Listen to, read and obtain information from spoken and written texts
- Produce a personal response to a text focusing on real or imaginary experience
- Participate in a spoken or written exchange related to making arrangements and completing transactions
- Listen to, read, and extract and use information and ideas from spoken and written texts
- Give expression to real or imaginary experience in spoken or written form

Assessment
- 6 School Assessed Courseworks (SACs) for Outcomes 1, 2 & 3 during each unit to demonstrate student learning throughout the year as per the VCE Japanese Second Language Study Design
- 2 Semester-End Exams comprising of listening and responding, reading and responding and writing tasks
- Oral exam

SPECIAL REQUIREMENTS: It is strongly recommended that students purchase an English/Japanese dictionary.

JAPANESE   UNITS 3 & 4  
3JAPN/4JAPN  Contact: Ms Diana Roberts  COST: $36.00 (Includes excursion)

Students will strengthen their skills in listening, speaking, reading and writing Japanese and deepen their understanding of the Japanese language system and their culture while relating to their own cultural backgrounds. The major themes to be covered are the individual, the Japanese-speaking communities and the changing world with a focus on using Japanese to communicate with others.

Students will learn
- How to express past experiences and future plans
- Everyday Japanese lives and leisure activities
- Traditional Japanese culture and history
- How to express how changes in science, technology and health affect daily life and the world around them

Assessment
- 5 School Assessed Courseworks (SACs) across the 2 units.
- Written Exam/Oral exam

SPECIAL REQUIREMENTS: It is strongly recommended that students have both a detailed English-Japanese dictionary and a Japanese-English dictionary.
LEGAL STUDIES

UNITS 1 & 2

1LGST/2LGST  Contact: Mr Stephen Herbertson  Cost: $40.00 (includes excursion)

Legal Studies Unit 1 and 2

Students gain a knowledge and understanding Australia’s legal system, through the interpretation of case studies, discussion of current legal topics and through visits to the Magistrate’s courts.

Unit 1: Guilt and liability

In this unit students develop an understanding of legal foundations, and investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

Students will learn

- the main sources and types of law, and assess
- the effectiveness of laws.
- the purposes and key concepts of criminal law,
- use legal reasoning to argue the criminal culpability of an accused
- the purposes and key concepts of civil law
- apply legal reasoning to argue the liability of a party in civil law

Unit 2: Sanctions, remedies and rights

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Students will learn

- key concepts in the determination of a criminal case,
- the institutions that enforce criminal law, and the purposes and types of sanctions and approaches to sentencing.
- Through an investigation of two criminal cases from the past four years, either decided or still being decided, students explore the extent to which the principles of justice were or could be achieved.
- key concepts in the resolution of a civil dispute,
- the principles of justice in relation to the resolution of civil disputes and remedies.
- evaluate the ways in which rights are protected in Australia
- compare this approach with that adopted by another country
- rights of individuals and the legal system.

Assessment

- Essays Test
- Research activities
- Exams
- Investigation of a legal problem

LEGAL STUDIES

UNITS 3 & 4

3LGST/4LGST  Contact: Mr Stephen Herbertson  Cost $50.00

Unit 3: Rights and justice

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes.
Students will learn:

- the rights of the accused and of victims
- the purposes and types of sanctions and sentencing
- the factors that affect the ability of the criminal justice system to achieve the principles of justice.
- the factors that affect the ability of the civil justice system to achieve the principles of justice. recent reforms from the past four years and recommended reforms to enhance the ability of the civil justice system to achieve the principles of justice.

Unit 4: The people and the law
Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

Students will learn

- the significance of High Court cases involving the interpretation of the Australian Constitution
- the ways in which the Australian Constitution acts as a check on parliament in law-making.
- the factors that affect the ability of parliament and courts to make law
- the ability of these law-makers to respond to the need for law reform
- how individuals, the media and law reform bodies can influence a change in the law.

Assessment

- structured questions
- tests
- a folio of exercises.

MATHEMATICS: Foundation Mathematics

1MAFD/2MAFD  Contact: Mr Matt Mackinlay  Cost: $27.50

Entry Requirements: Teacher Recommendation

Foundation Mathematics provides for the continuing mathematical development of students entering VCE needing mathematical skills to support subjects such as VET studies and who DO NOT intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year.

In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study. Students are encouraged to use appropriate technology in all areas of their study. The areas of study are Space and Shape, Patterns in Number, Handling Data and Measurement and Design.

Assessment:

- Assignments/projects
- Topic tests/Examinations

MATHEMATICS: General Mathematics

1MAGN/2MAGN  Contact Mr Matt Mackinley  Cost: $25.00

Please check with your current teacher to ensure this is an appropriate choice. General Mathematics provides courses of study for a broad range of students. Some students will not study Mathematics beyond Units 1 and 2, while others will intend to study Further Mathematics Units 3 and 4. Students will engage in many different areas of mathematics and will also develop an appreciation for CAS calculator technology as a tool to solve otherwise tedious and difficult problems. Students are expected to use CAS TI-Nspire calculators throughout the course.

Dare to Dream - Audacter Astra Capesse
Students will learn
- Applications of Arithmetic Sequences and Series.
- Data Analysis – univariate and bivariate.
- Linear Relations and Equations
- Financial Arithmetic (business mathematics)
- Linear graphs and Modelling
- Geometry in two and three dimensions including trigonometric ratios.

Assessment
- Application Tasks including tests and assignments
- Investigative tasks
- Exam

MATHEMATICS: Mathematical Methods (CAS)        UNITS 1 & 2
Contact Mr Matt Mackinley
Cost: $25.00

Please check with your current teacher to ensure this is an appropriate choice. Mathematical Methods Units 1 and 2 are designed as a preparation for Mathematical Methods Units 3 and 4.

Students will apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration. Students are expected to use CAS TI-Nspire calculators throughout the course.

Students will learn
- To practice mathematical techniques and use them to solve routine problems.
- To develop skills in investigations, mathematical modelling and problem solving activities.
- ‘Functions and Graphs’,
- ‘Algebra’ and ‘Probability’.  
- ‘Calculus’ and ‘Probability.

Assessment
- Assignments; tests; summary and/or preview notes.
- Projects; short written responses; problem-solving tasks; modelling tasks.
- Based on the student’s performance in effective and appropriate use of technology.

MATHEMATICS: Specialist Mathematics                                                                                  UNITS 1 & 2
1MASP/2MASP Contact: Mr Matt Mackinlay
Cost $25.00

Please check with your current teacher to ensure this is an appropriate choice.

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

Note: Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4 and will greatly assist in the understanding of Mathematical Methods and Physics. Students are expected to use CAS TI-Nspire calculators throughout the course.
Students will learn
• Algebra and structure
• Arithmetic and number
• Discrete mathematics
• Geometry
• Measurement and trigonometry
• Graphs of linear and non-linear relations
• Statistics

Assessment
• Tests
• Application tasks
• Analysis Tasks
• Exam

MATHEMATICS: Mathematical Methods (CAS) UNITS 3 & 4
3MMED/4MMED Contact: Mr Matt Mackinlay Cost $25.00

Please check with your current teacher to ensure this is an appropriate choice.

Throughout this unit students will further develop knowledge and skills from Mathematical Methods Units 1 & 2. They will apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable.

Students investigate and apply various types of functions, how they transform and their inverse in different real world situations. Students are expected to use CAS TI-Nspire calculators throughout the course.

Students will learn
• Graphs and Polynomials
• Algebra
• Functions and Transformations
• Trigonometric Functions
• Calculus
• Probability

Assessment
• Tests
• Unit 3: Application Task (50 marks)
• Unit 4: Modelling/Problem solving task (total 50 marks)
• Two exams at the end of the year

MATHEMATICS: Further Mathematics UNITS 3 & 4
3MAFR/4MAFR Contact: Mr Matt Mackinlay Cost: $18.50

Please check with your current teacher to ensure this is an appropriate choice.

Further Mathematics Units 3 & 4 builds on knowledge from General Mathematics units 1 & 2. The study of further mathematics consists of four modules; Data Analysis, Recursion and Financial Modelling, geometry and trigonometry and linear graphs and relations. Students are expected to use CAS TI-Nspire calculators throughout the course.
Students will learn to apply mathematical skills and knowledge in the areas of:

- Data Analysis including linear modelling (regression).
- Recursion and Financial Modelling.
- Geometry and Trigonometry.
- Graphs and relations.

**Assessment**

- School Assessed coursework (tests, assignments and exams).
- Data analysis application task.
- Recursion and financial modelling task.
- ‘Geometry and trigonometry’, ‘graphs and relations’ modelling/problem solving task.
- Two end-of-year examinations.

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**SPECIAL REQUIREMENTS**: Students also need to study Unit 3 and 4 Mathematical Methods.

Students will apply techniques, routines and processes, involving rational, real and complex arithmetic, algebraic manipulation, diagrams and geometric constructions, solving equations, graph sketching, differentiation and integration related to the areas of study, as applicable, both with and without the use of technology. Students will also extend their knowledge in mathematical structure and proof.

**Students will learn**

- Functions, relations and graphs.
- Algebra
- Calculus
- Vectors
- Mechanics

**Assessment**

- Unit 3: Application task (50 marks)
- Unit 4: Two modelling/problem solving tasks (total 50 marks)
- Two end of year examinations

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**MEDIA**

**UNITS 1 & 2**

**1MEDA/2MEDA** Contact: Miss Ella Chapman  
Cost: $85.00 (includes excursion)

**Unit 1: Media forms, representations and Australian stories**

In this unit student develop an understanding of audiences and the core concepts found in the construction of representations in the media. Students explore the inherent codes and conventions used in the media to create meaning.

**Students will:**

- Through text analysis, learn how different media forms, products and texts represent different locations and characters
- Experiment with media technologies to produce a range of media products and representations
- Explore Australian film and texts to understand cultural representation and unique Australian characteristics

**Unit 2: Narrative across media forms**

Students analyse the influence of developments in media in both traditional forms such as film and television through to newer forms like video games and interactive digital formats. They will be experimenting with the media and producing a range of short films.
Students will learn how to:

- Analyse how film makers create distinctive styles and manipulate filmic techniques in their products
- Design and produce their own films using filming and storytelling techniques to represent ideas and narratives
- Explore new media technologies and the impact they have on society

Assessment:

- Film Production and Pre-production documents
- Audio and visual sequences
- Research Reports
- Essay/Written responses
- Presentation
- Examination

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**MEDIA**

**UNIT 3 & 4**

**3MEDA/4MEDA**

Contact: Miss Ella Chapman

Cost: $105.00 (includes excursion)

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**Unit 3: Media narratives and pre-production**

Students will be investigating, experimenting and designing media products through a pre-production document/folio. Through examining successful film texts and refining skills in media production, students will develop an understanding of audience engagement.

**Students will**

- Compare the techniques and narrative structures of two films and discuss their effectiveness
- Explore and document their own Media production, creating a folio of ideas, genre studies, technical experiments and pre-production approaches
- Create a film treatment including script, storyboard and scheduling documents

**Unit 4: Media production and issues in the Media**

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

**Students will**

- Create their own film, telling their own stories and communicating their own ideas
- Research the role and impact of regulation and ethics in media production

**Assessment:**

- Film Production and Pre-production documents
- Audio and visual sequences
- Research Reports
- Essay/Written responses
- Presentation
- Examination
**MUSIC PERFORMANCE**

**UNITS 1 & 2**

1MUSC/2MUSC  
Contact: Mr Poul Grage  
COST: $50.00 (includes excursions)

Students will learn

- To develop performance skills on their chosen instrument or voice, both in solo and group contexts.
- To develop their skills in aural comprehension, music theory.
- To model the characteristic features of musical style.
- To demonstrate skills on your chosen instrument/voice, aural comprehension, music theory and musical composition.

Assessment

- Prepare and perform a program of solo works
- Rehearse and perform in an ensemble context
- Perform technical exercises and unprepared work
- Analyse a selected group work
- Complete aural comprehension and music theory exercises
- Present a musical improvisation or original composition

**MUSIC PERFORMANCE**

**UNITS 3 & 4**

3MUSC/4MUSC  
Contact: Mr Poul Grage  
COST: $50.00 (includes excursions)

It is strongly recommended that students selecting these units are currently working with an instrumental/vocal teacher, or are prepared to do so.

**Students will learn**

- To prepare and perform a program of solo or group works on their chosen instrument or voice.
- To demonstrate their understanding of artistic interpretation and strategies use to enhance performance.
- To develop technical work and studies in aural comprehension and music theory to further enhance musicianship.

Assessment

- Prepare and perform a program of solo works
- Rehearse and perform in an ensemble context
- Perform technical exercises and unprepared work
- Analyse a selected group work
- Complete aural comprehension and music theory exercises.

**OUTDOOR & ENVIRONMENTAL STUDIES**

**UNITS 1 & 2**

1OEDE/2OEDE  
Contact: Mr Ben Hall  
Cost: $525.00 (must be paid prior to commencement)

**NOTE:** Offered to year 10 students only.

Students will undertake Units 3 & 4 in Year 11, to avoid disruption to Year 12 studies as a result of compulsory camps/expeditions. VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments.

The subject includes two unique outdoor education camps: a 3-day Grampians rock climbing camp and a 3-day adventure trek in a Victorian coastal national park. There are also other day excursions in the local environment settings which include activities such as snorkelling and stand up paddle boarding.

Camps and excursions may vary from year to year subject to availability.
Students will learn

• The different ways in which humans value, encounter and understand nature.
• Factors which affect access to outdoor experiences.
• How to plan for safe and minimal impact travel whilst in the outdoors.
• The impact of conservation, commercial and recreational activities on natural environments
• The impact of technology and urbanisation on natural environments
• Motivation for outdoor experiences

Assessment:

• Satisfactory completion of four School assessed outcomes across units 1 & 2
• Exam for unit 1 and 2
• Practical component (camps)

OUTDOOR & ENVIRONMENTAL STUDIES

Students participate in a 3-day coastal/alpine bushwalk within one of Victoria’s amazing national parks. The subject also includes a unique 3-day cross country ski camp at Mount Stirling Alpine National Park. There will also be other local excursions on the peninsula such as snorkelling and Red Hill cherry farm. Camps and excursions may vary from year to year subject to availability.

Students will learn

• Historical outcomes
• Contemporary Societal Relationships
• Healthy and sustainable outdoor environments
• Needs of ecosystems, individuals and society and the skills needed to be an environmentally responsible citizen.
• About land management strategies and environmental legislation are explored

Assessment

• A case study
• A data analysis
• A written analysis
• An oral presentation
• A test

PHYSICAL EDUCATION

In Units 1 & 2, students explore how the body systems work together to produce movement. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and explore injury prevention and rehabilitation techniques.

Students will learn

• About Coaching practices and techniques.
• About factors that influence physical activity.
• About movement and the structure of muscles and bones.
• Identification of the structure and function of the cardiovascular and respiratory systems.
• Students explore the range of physical activity options, the benefits of participation in regular physical activity and the National Physical Activity Guidelines.
**Excursions/Incursion**
- Excursions: local fitness centres, Monash University Exercise Lab
- Incursion: PACE Exercise Physiologists.

**Assessment**
- Practical laboratory report
- A case study analysis/A data analysis
- A critical reflective folio/diary of participation in practical activities
- A visual and an oral presentation
- A written report/test
- End of semester exam

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**PHYSICAL EDUCATION**

3PEDU/4PEDU  Contact: Mr Ben Hall  Cost: $55.00

In units 3 and 4 students assess physical activity levels, and identify a range of strategies that are effective in promoting participation.

**Students will learn**
- Methods of assessing physical activity
- How to analyse physical activity
- Energy systems
- Factors that cause fatigue and recovery
- Components of fitness
- Training principles and methods
- How to conduct an activity analysis, fitness tests and design a training program
- Nutritional, physiological and psychological strategies.

**Excursion**
Monash University for exercise laboratory activity.

**Assessment**
- A practical laboratory report
- A case study analysis/A data analysis
- A critical reflective folio/diary of participation in practical activities
- An oral presentation/A written report
- Unit 3 and 4 SACs/end of year exam.

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**PHYSICS**

1PHYS/2PHYS  Contact: Mr George Wardle  Cost: $59.00 (includes excursion)

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature

**UNIT 1: WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?**

**Area of Study 1: How can thermal effects be explained?**

In this area of study students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work.
Area of Study 2: How do electric circuits work?
In this area of study students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans. Students apply and critically assess mathematical models during experimental investigations of DC circuits.

Area of Study 3: What is matter and how is it formed?
In this area of study students explore the nature of matter, and consider the origins of atoms, time and space. They examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus.

UNIT 2: WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?

Area of Study 1: How can motion be described and explained?
In this area of study students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion using concepts of energy, including energy transfers and transformations, and apply mathematical models during experimental investigations of motion. They describe and analyse graphically, numerically and algebraically the motion of an object, using specific physics terminology and conventions.

Area of Study 2: What are stars?
Observations of the night sky have changed over time from using just the naked eye to the use of sophisticated instruments. This option involves the examination of the birth, life and death of stars in the Universe. Students explore how the properties of starlight can provide information, including the star’s distance from Earth, its temperature, composition, age and future.

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

Assessment
Suitable tasks for assessment may be selected from the following:

- an annotated folio of practical activities
- data analysis
- design, building, testing and evaluation of a device
- an explanation of the operation of a device
- a proposed solution to a scientific or technological problem
- a report of a selected physics phenomenon
- a modelling activity
- a media response
- a summary report of selected practical investigations
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test comprising multiple choice and/or short answer and/or extended response.

PHYSICS UNITS 3 & 4

3PHYS/4PHYS Contact: Mr George Wardle Cost: $69.00 (includes excursion)

Unit 3: How do fields explain motion and electricity?
Area of Study 1, How do things move without contact?
In this area of study students examine the similarities and differences between three fields: gravitational, electric and magnetic. Field models are used to explain the motion of objects when there is no apparent contact. Students explore how positions in fields determine the potential energy of an object and the force on an object.
Area of Study 2, How are fields used to move electrical energy?
The production, distribution and use of electricity has had a major impact on human lifestyles. In this area of study students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems.

Area of Study 3, How fast can things go?
In this area of study students use Newton’s laws of motion to analyse relative motion, circular motion and projectile motion. Newton’s laws of motion give important insights into a range of motion both on Earth and beyond.

Unit 4: How can two contradictory models explain both light and matter?

Area of Study 1, How can waves explain the behaviour of light?
In this area of study students use evidence from experiments to explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy, and is important in explaining phenomena including reflection, refraction, interference and polarisation. Do waves need a medium in order to propagate and, if so, what is the medium? Students investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave.

Area of Study 2, How are light and matter similar?
In this area of study students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter.

Area of Study 3, Practical investigation
A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4. The investigation relates to knowledge and skills developed across Units 3 and 4 and is undertaken by the student through practical work.

Assessment
- School-assessed Coursework
- A detailed study, will contribute
- End-of-year examination

PRODUCT DESIGN AND TECHNOLOGY – FABRICS

UNIT 1: SUSTAINABLE REVELOPMENT OF A PRODUCT
Students will learn
- The product design Process/Factors
- Sustainability
- Design Briefs
- Evaluation criteria and how they are used
- Primary & Secondary functions of products
- Complex practical skills- through re-design of an original garment
- Risk assessment/Quality control
- OH&S in the industry

UNIT 2: COLLABORATIVE DESIGN
Students will learn
- How to work collaboratively as a team
- How to make effective individual contribution to a team
- Of how the Product design factors affects a design solution
- Of the use of ICT in the product design industry
- Complex process
- Material characteristics and properties affects choices and design solutions
- Use appropriate production process to make a product.
PRODUCT DESIGN AND TECHNOLOGY - FABRICS

3FABC/4FABC  Contact: Ms Lara Adams  Cost: $170.00 (includes excursion to Top Designs)

UNIT 3: APPLYING THE PRODUCT DESIGN PROCESS
During this unit students will engage in the design and development of a product that meets the needs and expectations of a client or end user. This forms the first part of the School assessed task (SAT).

Students will learn
- The design process and its application in industry
- Roles of the designer, client and end user
- The purpose and function of a product
- Sustainability issues and its effect on choice
- The product design factors and its relation to the product design process
- Economic limitation
- Legal responsibilities - Australian standards
- New and emerging technologies
- Industrial manufacturing settings

UNIT 4: PRODUCT DEVELOPMENT AND EVALUATION
Students will learn
- Different methods of evaluating and comparing existing products.
- Methods of establishing criteria to evaluate the products’ environmental, economic and social issues that may be of concern and consequence to potential purchasers and users.
- Risk assessment
- A range of processes and techniques associated with the manufacture of a specific product.
- Goal setting, time and resource project management techniques
- Quality measures applicable to the production process, techniques of monitoring efficiency and effectiveness of planning and production activities
- Recording and reporting progress,

Assessment for all units
- School assessed Coursework (Written exam)
- School Assessed Task (SAT) - Design Folio
- End of semester exam (Internal)

PRODUCT DESIGN AND TECHNOLOGY – WOOD

1WOOD/2WOOD  Contact: Miss Lara Adams  Cost: $250.00 (includes excursion)

ADDITIONAL COSTS apply if student wishes to complete an item which uses non-standard materials - students are expected to purchase additional items to complete their production piece.

UNITS 1 & 2
On completion of these units students will learn:
- The Design Process and designing products
- Sustainability
- Redesign of products.
- Drawing and design skills both freehand and using drawing software
- Developing evaluation skills through evaluating materials, tools, equipment and processes to make a re-designed product.
- 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.

Assessment
- Design folio/Production
- Half year examination internally set and marked.

Dare to Dream - Audacter Astra Capesse
PRODUCT DESIGN AND TECHNOLOGY – WOOD

3WOOD/4WOOD Contact: Miss Lara Adams Cost: $250.00 (includes excursion)

ADDITIONAL COSTS apply if student wishes to complete an item which uses non-standard materials - students are expected to purchase additional items to complete their production piece.

In these units students will learn about:

• Design and development of a product that meets the needs and expectations of a client
• The product design factors that influence choice (e.g. Function and Purpose)
• The roles of the designer, client and/or end-user/s
• The Product design process and its initial stages.
• Making their product and evaluating it appropriately.

Assessment
SAC 1: Designing for end users (internally marked)
SAC 2: Product development in industry (internally marked)
SAC 3: Product analyse and comparison (internally marked)
SAT Folio: Product research, design and manufacture of the student's choice. (internally marked).
End of year exam: externally set and marked.

PSYCHOLOGY

1PSYC/2PSYC Contact: Mr George Wardle Cost: $40.00 (includes excursion)

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

Unit 1: How are behaviour and mental processes shaped?
Area of Study 1, How does the brain function?
Advances in brain research methods have led to new ways of understanding the relationship between the mind, brain and behaviour. In this area of study students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us.

Area of Study 2, What influences psychological development?
The psychological development of an individual involves complex interactions between biological, psychological and social factors. In this area of study students explore how these factors influence different aspects of a person’s psychological development.

Area of Study 3, Student-directed research investigation.
In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development.

Unit 2: How do external factors influence behaviour and mental processes?
Area of Study 1, What influences a person’s perception of the world?
Human perception of internal and external stimuli is influenced by a variety of biological, psychological and social factors. In this area of study students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli.

Area of Study 2, How are people influenced to behave in particular ways?
A person’s social cognition and behaviour influence the way they view themselves and the way they relate to others. In this area of study students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups.
**Area of Study 3, Student-directed practical investigation**  
In this area of study students design and conduct a practical investigation related to external influences on behaviour.

**Assessment**  
- Research investigation  
- Unit test  
- Empirical Research Activity

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**PSYCHOLOGY**  
**3PSYC/4PSYC**  
**Contact:** Mr George Wardle  
**Cost:** $62.00 (includes excursion)

**Unit 3: How does experience affect behaviour and mental processes?**  
**Area of Study 1, How does the nervous system enable psychological functioning?**  
In this area of study, students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. They explore the specialised structures and functioning of neurons that allow the nervous system to transmit neural information.

**Area of Study 2, How do people learn and remember?**  
Memory and learning are core components of human identity: they connect past experiences to the present and shape futures by enabling adaptation to daily changes in the environment. In this area of study students study the neural basis of memory and learning and examine factors that influence the learning of new behaviours and the storage and retention of information in memory.

**Unit 4: How is wellbeing developed and maintained?**  
**Area of Study 1, How do levels of consciousness affect mental processes and behaviour?**  
Differences in levels of awareness of sensations, thoughts and surroundings influence individuals’ interactions with their environment and with other people. In this area of study students focus on states of consciousness and the relationship between consciousness and thoughts, feelings and behaviours.

**Area of Study 2, What influences mental wellbeing?**  
In this area of study, students examine what it means to be mentally healthy. They explore the concept of a mental health continuum and factors that explain how location on the continuum for an individual may vary over time.

**Area of Study 3, Practical investigation**  
A student-designed or adapted practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4.

**Assessment**  
- Evaluation of Research Task  
- Annotated folio of practical activities  
- Media response /  
- Poster  
- Exam

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**SYSTEMS ENGINEERING**  
**UNITS 1 & 2**  
**Contact:** Miss Lara Adams  
**Cost:** $250.00

VCE Systems Engineering involves the design, creation, operation and evaluation of integrated systems, which are applicable to many aspects of the modern technological world. The subject develops the skills of critical thinking, problem solving and computational thinking.

This study can be applied to a diverse range of engineering fields such as manufacturing, land, water, air and space transportation, automation, control technologies, mechanisms and mechatronics, electro/technology, robotics, pneumatics, hydraulics, and energy management.
**UNIT 1: INTRODUCTION TO MECHANICAL SYSTEMS**

Students will learn:
- The Systems Engineering Process
- Basic engineering concepts, principles and components
- Design and plan a mechanical or an electro-mechanical system
- Make, test and evaluate a mechanical or an electro-mechanical system using selected relevant aspects of the Systems Engineering Process

**UNIT 2: INTRODUCTION TO ELECTRO-TECHNOLOGY SYSTEMS**

Students will learn:
- To investigate, represent, describe and use basic electrotechnology and basic control engineering concepts, principles and components
- Design and plan an electro-technology system
- Make, test and evaluate an electro-technology system, using selected relevant aspects of the Systems Engineering Process

**UNIT 1 & 2 Assessment**
- School Assessed Tasks (coursework project and folio)
- End of unit exams (internally assessed)

Units 1 & 2 provide a natural progression into Units 3 & 4 where students will design, plan, construct, test and diagnose an advanced mechanical electrotechnology integrated and controlled system. In addition, students investigate the advantages and disadvantages of renewable and non-renewable energy sources and also describe and evaluate a range of new or emerging technologies.

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**SYSTEMS ENGINEERING**

Contact: Miss Lara Adams

Cost: $250.00

VCE Systems Engineering involves the design, creation, operation and evaluation of integrated systems, which are applicable to many aspects of the modern technological world. The subject develops the skills of critical thinking, problem solving and computational thinking. Unit 3 & 4 builds on the knowledge and skills attained in Unit 1 & 2. Each student identifies a particular problem to solve and designs, develops and creates an electro-mechanical system.

**ADDITIONAL COSTS** apply if student wishes to incorporate non-standard materials or components in their project, the student is expected to purchase additional items.

**UNIT 3 Design, plan and construct a controlled system**

Students will learn:
- Advanced engineering concepts and mechanical and electrical / electronic systems principles
- To design and plan an electro-mechanical system
- A range of CAD software to produce component parts and printed circuit boards
- To develop a production plan and produce a risk assessment
- Analysis and evaluation of renewable and non-renewable energy sources including the harness, generation and storage of energy

**UNIT 4: Produce, test and diagnose a controlled system**

Students will learn:
- To make, test and evaluate an electrotechnology system, using selected relevant aspects of the Systems Engineering Process
- To evaluate a range of new or emerging technologies and analyse the likely impacts of a selected innovation
UNIT 3 & 4 Assessment
- School Assessed Courseworks (internally assessed)
- School Assessed Tasks (coursework project and folio - internally assessed)
- End of Unit 3 exam (internally assessed)
- End of Unit 4 exam (externally assessed)

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<td>1SAPH/2SAPH/3SAPH/4SAPH</td>
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VCE Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists’ perceptions, beliefs and actions and their relationship with the viewer. They study how artists have developed style and explored their cultural identity in their artwork. Students use this knowledge to inform their own studio practice and to support art making. Each unit encompases 2-3 areas of study and each area must be completed to a satisfactory standard to receive an ‘S’ for that unit.

UNIT 1 – Artistic Inspiration and techniques. Students will learn to:
- Identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language.
- Produce at least one finished artwork and progressively record the development of their studio practice, conveying individual ideas through the exploration of materials and techniques in the selected art form/s.
- To discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist.

UNIT 2: Design Exploration and Concepts. Students will learn to:
- Develop an individual exploration proposal to form the basis of a studio process, and from this produce and document a variety of potential directions in a visual diary for at least one artwork.
- Compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.

Assessment
- Written responses
- SACs
- Portfolio of artworks
- Final artworks
- Exam

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<th>STUDIO ARTS – PHOTOGRAPHY</th>
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Each unit encompasses 2-3 areas of study and each area must be completed to a satisfactory standard to receive an ‘S’ for that unit.

UNIT 3 – Studio Production and Professional Art Practices. Students will learn to:
- Prepare an exploration proposal that formulates the content and parameters of an individual studio process including a plan of how the proposal will be undertaken.
- Progressively present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.
- To examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.
UNIT 4 – Studio Production and Art Industry Contexts. Students will learn to:

- Present at least two finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials.
- Provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the works.
- Compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

Assessment

- Written responses
- SACs
- Portfolio of artworks
- Final artworks
- Exam

VISUAL COMMUNICATION DESIGN UNITS 1 & 2
1VCOM/2VCOM  Contact: Miss Ella Chapman  Cost: $135.00 (includes excursion)

UNIT1: Introduction to Visual Communication Design
VCE Visual Communication Design focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts.

Students will learn to:

- Create drawings for different purposes using a range of drawing methods, media and materials.
- Select and apply design elements and design principles to create visual communications that satisfy stated purposes.
- Describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.

UNIT 2: Applications of Visual Communications within Design Fields
This unit focuses on the application of visual communication design knowledge, design thinking and technical drawing methods to create visual communications to meet specific purposes in designated design fields.

Students will learn how to:

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

Assessment

- A series of design portfolio tasks
- Mid-year and end of year exam
UNIT 3 – Visual Communication Design Practices
In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Students will learn:
• Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.
• Discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.
• Apply design thinking strategies in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

UNIT 4 – Visual Communication design development, evaluation and presentation
Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience.

Students will learn:
• Develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.
• Produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

Assessment
• Portfolio work
• School assessed coursework
• School Assessed Task
## Terms & Definitions

**ATAR**  
*Australian Tertiary Admission Rank*  
The ATAR is an overall percentile ranking reflecting your comparative Year 12 achievement compared to the relevant age group in a given year.

**DEECD**  
*Department of Education & Early Childhood Development (www.education.vic.gov.au)*  
The Department of Education and Early Childhood Development offers learning and development support, services and resources for all Victorians, from birth through to adulthood.

**SBAT**  
*School Based Apprenticeships & Traineeships*  
A SBAT offers students the option of combining part-time employment, school and training. The program is undertaken under a training contract with an employer, has a Training Plan signed by the school and formally registered with the Victorian Registration and Qualifications Authority (VRQA) and leads to a nationally recognised qualification.

**SEAS**  
*Special Entry Access Scheme*  
The Special Entry Access Scheme (SEAS) is for applicants who have experienced educational disadvantage. There are six categories within SEAS. Not all institutions recognise all categories.

**VET**  
*Vocational Education & Training*  
VET is often associated with TAFE colleges but VET training can be offered in many settings and by a range of Registered Training Organisations (RTOs). VET programs are focused on particular vocational areas e.g. hospitality, building, hairdressing, community services etc.

**VETis**  
Vocational Education & Training in Schools

**VCAA**  
*Victorian Curriculum and Assessment Authority (www.vcaa.vic.edu.au)*  
The VCAA is an independent statutory body responsible to the Victorian Minister for Education, serving both government and non-government schools. The mission of the VCAA is to provide high quality curriculum, assessment and reporting that enables individual lifelong learning.

**VCAL**  
*Victorian Certificate of Applied Learning*  
The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for students in Years 11 and 12. The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Like the Victorian Certificate of Education (VCE), VCAL is an accredited secondary certificate.

**VCE**  
*Victorian Certificate of Education*  
The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

**VTAC**  
*Victorian Tertiary Admissions Centre (www.vtac.edu.au)*  
The Victorian Tertiary Admissions Centre (VTAC) is the central office that administers the application processes for places in tertiary courses, scholarships and special entry access schemes at university, TAFE and independent tertiary colleges in Victoria (and a few outside Victoria). VTAC receives and forwards application information and supporting documentation to the relevant authorities at institutions.