



mentone girls'
secondary college

VCE CURRICULUM HANDBOOK 2018

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THE LANGUAGE OF THE VCE

ATAR - Australian Tertiary Admission Rank. A student's ATAR is determined by VTAC using the student's scaled study scores. The ATAR is a percentile which ranks students for the purpose of tertiary selection.

Authentication - The process of ensuring that work submitted by students for assessment is genuinely their own. Teachers monitor the completion of students' work.

DES - Derived Exam Score. An estimated score for a particular exam which may be used under Special Provision. (See page 5).

GAT - General Achievement Test. All students undertaking a Unit 3 & 4 sequence must sit this three hour test in June. GATs are used by VCAA to monitor school assessments and for the determination of a DES and may be used to assist with selection into tertiary courses.

Learning Outcomes – What a student must know or be able to do by the time she has finished the Unit.

Managed Individual Pathways (MIPs) - A program, including course counselling, which assist students make informed choices about possible future directions.

Part-time Apprenticeships and Traineeships - Students who receive training as part of their casual employment and receive credit towards their VCE.

School Assessment Tasks (SATs) - Tasks done in class time to assess performance in Art, Media, Studio Arts Visual Design, Food Technology and Design and Technology studies.

'S' or 'N' - These letters mean 'S' for satisfactory (pass) or 'N' not satisfactory (not passed).

School Assessed Coursework (SACs) - Work done, mainly in class time, to assess performance in Units 3 & 4. Set and marked by teachers according to VCAA (Victorian Curriculum & Assessment Authority) specifications.

School Based Apprenticeships and Traineeships (SBAT) – Students undertake training and employment with an employer which is an integral part of the school learning program and study timetable.

Semester - One half of the academic year. A unit of study lasts for one semester.

Sequence - A sequence is a Unit 3 followed by Unit 4. One of the requirements for passing the VCE is the successful completion of four Unit 3 & 4 sequences.

Student Program - This is the total package of VCE and VET studies normally taken over two years.

Study/Studies - Subject(s).

TAFE - Technical and Further Education. TAFE Institutes offer post-secondary courses.

Unit - Each VCE study is divided into 4 units. Each unit lasts one semester. Units 1 & 2 are normally at Year 11 level, and Units 3 & 4 are normally at Year 12 level.

VCAA - Victorian Curriculum and Assessment Authority. The accrediting and authorising body responsible for overseeing the VCE.

VCE - Victorian Certificate of Education

VCE/VET - This refers to the expanding range of nationally recognised vocational studies now integrated within the VCE.

VTAC - Victorian Tertiary Admissions Centre. The body responsible for the administration of the application and offer selection processes on behalf of universities and TAFE Institutes.

SATISFACTORY COMPLETION OF THE VCE

WHAT IS THE VCE?

The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides pathways to further study at university, Technical and Further Education (TAFE) and to the world of work. It is even possible to undertake a school-based apprenticeship or traineeship within the VCE.

To obtain your VCE, you must satisfactorily complete at least 16 units.

The 16 units can include VET.

Regardless of how many units you do altogether, a student must satisfactorily complete:

- At least three (3) units from the English Group listed below:
 - Foundation English Units 1 & 2
 - English or English as an Additional Language (EAL) Units 1 to 4
 - English Language Units 1 to 4
 - Literature Units 1 to 4

No more than two Units at 1 & 2 level may count towards the English requirement. To gain an Australian Tertiary Admission Rank (ATAR) a student must complete both Units 3 & 4 of an English sequence.

- Three sequences of Units 3 & 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or VET programs.

PREREQUISITES FOR UNIT 3 & UNIT 4 STUDIES:

While it is generally accepted that units one and two help prepare students for the Unit 3 & 4 of any study, certain studies are very sequential. Prior knowledge and skills acquired in Unit 1 &/or 2 are required before the following Unit 3 & 4 sequences can be attempted at MGSC: Chemistry, Physics, LOTE, Music and Mathematics.

The College makes every effort to run a Unit 3 & Unit 4 sequence of a study if the study ran as a Unit 1 & 2 sequence in the previous year. It is not anticipated a Unit 3 & 4 study will run if a class has not run as a Unit 1 & 2 at the College in the preceding year. **For this reason codes are not supplied for a Unit 3 & 4 study that did not run in 2017 as a Unit 1 & 2 class.** (The one exception is the offer of Outdoor and Environmental Studies Unit 3 & 4 to students in Year 11 in 2017.) A study that has not run this year in no way predicts whether the class will run at Year 11 next year, as each year classes are primarily determined by numbers of applicants.

SUBJECT PREFERENCE ORDER

It is most important that students select the subjects they need or want the most, in preference order. Timetable constraints will apply to some subject combinations and the Timetabler computer program will place a student in her more highly preferred subject if there is a clash. Students, who get excluded from Literature or English Language on this basis, will be allocated to an English class. In classes that are oversubscribed, a student who has completed Unit 2 of a study would normally have preference over a student picking up the study at Year 12 level. However she may forfeit that priority if she selects that study outside the top five or if she selects a study not previously undertaken as a higher preference. Year 12 students have priority over Year 11 students in all Unit 3 & 4 classes.

ASSESSMENT

Assessment in the VCE has two distinct aspects.

Satisfactory completion of a unit: Each VCE Unit has a number of Learning Outcomes, determined by VCAA, which the student must demonstrate to their teacher that they have satisfactorily achieved. If the student is able to demonstrate this, the teacher will report a Satisfactory (S) for the outcome. A student must satisfactorily achieve all of the outcomes to pass the Unit.

Grades: A teacher will design a number of tasks that will be used to assess each student's level of achievement, or grade, in different parts of the course. These assessment tasks are called SACs (School Assessed Coursework) in Units 3 & 4. Strict guidelines for the criteria used to grade SACs are laid down by VCAA, however specific details as to the nature of the tasks can vary between schools. The subject teacher marks the SACs and the results are submitted to VCAA. In Units 3 & 4 external exams are an essential tool to determine grades. These exams are not set or marked by the class teachers. They do not determine if a student has satisfactorily achieved outcomes and are therefore not used to determine the S or N. However they do contribute significantly to the study score and therefore the subsequently derived ATAR.

It is possible, but unlikely, that a student could do well on their SACs but still not pass the unit, if SACs did not assess all of the required outcomes. They must therefore be careful to submit all work, not just their SACs. It is also possible a student may do poorly on an assessment task but still be able to demonstrate they have achieved an outcome and subsequently pass the Unit. It is important the student pays close attention to assessment requirements and due dates in each study to be sure she is satisfactorily completing them.

AUTHENTICATION

The College and VCAA expect all work submitted by a student to be the student's own work. The College has a number of procedures to ensure that work submitted will indeed be authentic. A student must follow all specific guidelines of an assessment. A student must not submit any part of another student's work or allow another student to copy their work used for assessment. The student must not pass on information or solicit any information about a SAC from another student, or in any way gain an unfair advantage for themselves or another student. A student who is found to be in breach of a rule can have a range of sanctions imposed depending on the seriousness of the breach. These include loss of part or the entire grade for that assessment task, and possibly the awarding of a Non-Satisfactory assessment for the outcome being assessed. If any outcome for a study is deemed to be not satisfactorily achieved then the student will receive an 'S' for their overall assessment for that Unit.

SPECIAL PROVISION

Students who have or who, during the course of their VCE, develop circumstances that may affect their ability to perform in the VCE can have Special Provision to enable them to manage their VCE studies, assessment tasks and exams. The provision will depend on the nature of the difficulty. For example, for a chronic illness it may be appropriate to complete the VCE over three years. Certain conditions may require Special Exam Arrangements such as allowing rest breaks, or having a scribe or reader. Other situations may require rescheduling of assessment tasks or allowing extension of time to complete a task.

If an illness or personal trauma occurs during the exam period or within the two weeks preceding the exams for a Unit 3 or Unit 4 study, it is possible to apply for a **Derived Exam Score (DES)**. Evidence from an independent source, such as a doctor, is required for a DES. If the application is approved by VCAA a grade for the exam or exams, will be derived. It will be based on information at the disposal of VCAA such as the student's performance on the GAT, performance on SACs, and indicative grades supplied by teachers.

It is important that students keep the College informed of any circumstances that may warrant variation from the normal rules applying to any assessment procedure, so that timely and appropriate management of the situation can be achieved.

SELECTING YOUR PROGRAM

Planning a VCE program is not as daunting as it may first appear!

You should carefully consider the following:

- Pre-requisites for any courses/careers that you are considering at this stage. (Refer to VICTER 2018 for Year 10 students in 2017)
- Your interests and abilities
- The requirements for the successful completion of VCE.

Use the College's resources and expertise to help select your program.

1. Visit the Careers Centre:

- Discuss your options with the Career and Pathways Manager.
- Look up the information about jobs and courses in the Job Guide.
- Use Career Voyage, a personalised career explorer program
- Look at the Tertiary Institution Course Guides.

2. Talk to current subject teachers to discuss your progress and potential to cope with VCE units.

3. Discuss your plan with your parents and course counsellors at the Year 10 counselling day on

Friday 4 August 2017.

ACCELERATED COURSES

Year 11 Students will undertake 12 units (6 studies) including English. They may like to consider including a Unit 3 & 4 sequence in the first year of the VCE program. This facilitates the completion of six (6) Unit 3 & 4 sequences thus improving their ATAR.

Current Year 10 students interested in undertaking a Unit 3 & 4 sequence in the first year of their VCE programs should complete the special application form available from the Senior School Office. A copy is at the end of this handbook. **It must be returned to your course counsellor with your subject selection sheet and a copy of your midyear report by Friday 4 August 2017.**

It is emphasised that students will be accepted into accelerated studies on the basis of:

- their ability to meet the criteria set out on the application form and
- the availability of places within the class (Year 12 students take precedence)

Subject teachers will be consulted regarding suitability of students for all accelerated courses. Students' achievement records in previous years will also be considered. Studies **excluding** Mathematics, Chemistry, Physics, Music, and LOTE are suitable for acceleration. Only in exceptional circumstances will students be considered for the studies listed above.

ENHANCEMENT STUDIES

Year 12 Students will undertake 10 units (five studies) including any English Unit 3 & 4 sequence.

Some highly capable students may like to consider undertaking an Enhancement Study as their 5th study, in addition to VCE studies. Enhancement Studies are first year University subjects which are offered by a range of universities to Year 12 students. The classes for Enhancement subjects are held after school at a range of sites. They carry credit for a subsequent university course and count as a sixth subject for tertiary selection procedures.

Notes: Students will not be considered for enhancement unless they achieve a high study score in the related Unit 3 & 4 VCE study in 2017. An expression of interest form for these subjects is available from the Senior School Office and must be **returned by Friday 4 August 2017.**

NEW UNIT IN YEAR 12

Students who would like to select a Unit they did not do as a Unit 1 & 2 must discuss the subject with the Unit 3 & 4 teacher or Domain leader so that they are aware of the implications. To verify the discussion has taken place students must have the teacher initial the study code on the selection form.

CHANGE OF SUBJECT

Students do have an opportunity to change subject early in the semester or between Unit 1 and Unit 2. Changes can only be made if they are applied for within the timelines advertised and with approval of parents. They can only occur if space and blocking allow and without disrupting other students' programs. Changes are made on curriculum grounds only and not on the basis of student or parent request for a change of teacher.

COURSE SELECTION TIMELINE

JULY	
<p>Tuesday 25 <i>(6pm– 8pm)</i></p>	<ul style="list-style-type: none"> • VCE Information Expo for Year 10 students, from 6pm in the Nina Carr Centre Lecture Theatre and later in the VCE Centre and designated classrooms. • VCE Handbook is online. • VCE Studies Display from 6.30pm. You will be able to see facilities our college provides, talk to subject teachers and students and see the work they do. • Online selection of subjects explained and online sign up available to students. • Career Options and Career Expo Session for Year 11 students starting in the VCE Centre at 6.30pm. Discussions with representatives from tertiary institutions. • Year 10 and Year 11 students commence/continue consultation with teachers during July. • Students must seek Mathematics and English recommendations from their classroom teachers during this time and have their selection form signed.
<p>Wednesday 26</p>	<ul style="list-style-type: none"> • Period 1 Year 10 meeting with Senior Sub School Leader.
AUGUST	
<p>Friday 4</p>	<p>Year 10 Course Counselling Day</p> <ul style="list-style-type: none"> • Students, parents and teachers meet to finalise selections. • No Year 10 classes. • Individual appointment times to be arranged. • Online print out of subject selections to be brought to the meeting. • Alterations to selections can be made as required on this day. • Year 10 VCE Subject Selection Sheet-final date for submission to Humanities teachers. • Year 11 students submit Year 12 Course Selection Sheet to the Senior Office. • Access to online selection closed. Late selections can only be processed by submission to Senior Office. These students will have lower priority for courses.

NOTE: Students who do not submit their Course Selection Sheet on time will have lower priority to be enrolled into their first preference studies

ACCOUNTING

A study of Accounting relates to a career in Business.

All students should check the relevant VICTER 2017 for conditions of entry.

UNIT 1: ESTABLISHING AND OPERATING A SERVICE BUSINESS

CODE - 11AC

Area of Study

This unit focuses on the establishment of a small business and the accounting and financial management of the business.

Learning Outcomes

On completion of this unit students should be able to:

- Describe the reasons and explain and apply the knowledge and skills necessary to start up a small business
- Identify, record, report and explain the financial data and information to the owner of a service business using a combination of manual and ICT methods
- Apply accounting skills to evaluate financial and non-financial information in order to make informed decisions for a small business

UNIT 2: ACCOUNTING FOR A TRADING BUSINESS

Area of Study

This unit focuses on accounting for a single activity sole trader

Learning Outcomes

On completion of this unit students should be able to:

- Record and Report financial information for a sole trader
- Record and Report financial information using an accounting software package, and evaluate and explain the role of ICT in the accounting process
- Select and use financial and non-financial information to evaluate a business and suggest strategies that will improve business performance

UNIT 3: RECORDING AND REPORTING FOR A TRADING BUSINESS

CODE - 12AC

Area of Study

This unit focuses on accounting for a single activity sole trading business and emphasises the role of accounting as an information system

Learning Outcomes

On completion of this unit students should be able to:

- Record financial data into appropriate accounting records using a double entry accrual based system and explain related aspects of this system
- Record balance day adjustments, prepare financial reports and explain related aspects of the accounting system

UNIT 4: CONTROL AND ANALYSIS OF BUSINESS PERFORMANCE

Area of Study

This unit provides an extension of the recording and reporting process and from Unit 3 and the use of financial and non-financial information in assisting management in the decision making process

Learning Outcomes

On completion of this unit students should be able to:

- Record financial data into appropriate accounting records using a double entry accrual based system and explain related aspects of this system
- Prepare and analyse budgets, evaluate a business using financial and non-financial information and suggest strategies to improve the profitability of the business.

ART

VCE Art students are expected to participate in excursions to view art exhibitions. In order to complete folios to a high standard weekend workshops may be held and students will be required to attend these. Students will be responsible for purchasing their own equipment and materials where their requirements extend beyond the basic supplies provided by the school. Studies in Art relate to careers in the Creative Arts.

UNIT 1:

CODE - 11AR

- **Practical work:** **Art and Personal Meaning**

Students will complete set practical works that demonstrate their personal interests through trialling techniques, materials and processes which demonstrate experimentation and refinement. Students will document their thinking and work practices in their visual diary with meaningful annotations.

- **Written work:** **Art and Meaning**

Students analyse and interpret a variety of artworks from both a formal and a personal point of view in order to better understand the intended and unintentional meanings and messages. These investigations will take the form of an essay or assignment as well as class discussion.

UNIT 2:

- **Practical work:** **Artmaking and Cultural Expression**

While continuing to work in a variety of media students will create artworks which explore and develop areas of personal related to their cultural identity. Students will apply their skills in analysis and reflection when documenting their own work in their visual diary.

- **Written work** **Art and Culture**

Students will analyse, interpret and compare a variety of artworks and explore and investigate the ways in which the world and the artist have changed over time and the factors that influence these changes. These investigations will take the form of an essay or assignment as well as class discussion.

Students will be responsible for purchasing their own equipment and materials where their requirements extend beyond the basic supplies provided by the school.

UNIT 3:

CODE - 12AR

- **Practical work** **Investigation and Interpretation through Artmaking**

Working in a variety of media students will create at least one finished artwork that explores and develops areas of personal interest. These works will show both development and refinement of concepts and processes. Progressive written and visual documentation of thinking and working practices will be undertaken in folios.

- **Written work** **Interpreting Art**

Students will compare and contrast the work of an artist who worked before 1970 and one after from different points of view such as formal, cultural personal and contemporary. They will research using a variety of resources and write essays which discuss the work of the artists' and the context in which they were made.

UNIT 4:

- **Practical work** **Realisation And Resolution**

Building upon the work undertaken in Unit 3 students will continue to develop and refine their ideas into a sustained and resolved folio. Their work is expected to exhibit technical skill, aesthetic awareness and an understanding of the use of the frameworks in their own work. Progressive documentation will include critical and reflective annotation of the stages of their folio.

- **Written work** **Discussing and Debating Art**

Students discuss and debate art issues, researching, analysing and interpreting artworks related to their discussion. They will refer to a variety of resources and commentaries and use artists and artworks as evidence to support their arguments.

Biology relates to careers in Science and Medical fields.

UNIT 1: HOW DO LIVING THINGS STAY ALIVE?

CODE - 11BI

Areas of Study

Students examine the cell as the unit of life and the requirements for sustaining cell processes. They analyse adaptations that enhance the organism's survival and consider the role of homeostatic mechanisms. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to its habitat, how organisms are classified and factors that affect the growth of a population.

Learning Outcomes

On completion of this unit, students should be able to:

- Investigate and explain how cellular structures and systems function to sustain life
- Explain how adaptations enhance the survival of an organism, investigate the relationships between organisms in a living community and their habitat, and analyse the factors that affect population growth.
- Design and undertake an investigation related to the survival of an organism or species.

UNIT 2: HOW IS CONTINUITY OF LIFE MAINTAINED?

Areas of Study

This unit focuses on cell reproduction and the transmission of biological information from generation to generation. Students examine DNA replication and cell division. They explore the mechanisms of reproductive strategies. The role of stem cells and their potential use in medical therapies is examined. Students use classical genetics to explain the inheritance of characteristics.

Learning Outcomes

On completion of this unit, students should be able to:

- Compare asexual and sexual reproduction and explain how changes in the cell cycle may impact on cell or tissue function and describe the role of stem cells in growth, differentiation and medical therapies.
- Describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
- Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

UNIT 3: HOW DO CELLS MAINTAIN LIFE?

CODE - 12BI

Areas of Study How do cellular processes work? How do cells communicate?

Student investigate the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions. Student will apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

Learning Outcomes

On completion of this Unit, students should be able to:

- Analyse and evaluate evidence from practical activities related to the biochemical processes.
- Describe and explain the use of the stimulus response model in coordination and regulation and how components of the human immune system respond to antigens and provide immunity.

UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES OVER TIME?

Areas of Study How are species related? How do humans impact on biological processes?

Students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution.

Learning Outcomes

On completion of this Unit, students should be able to:

- Analyse evidence of evolutionary change and explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.
- Students describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.
- Students design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

Leads to Careers in a whole range of Business fields including Human Resources.

UNIT 1: SMALL BUSINESS MANAGEMENT

CODE - 11BM

Area of Study

This unit focuses on the effective management and operation of the small business sector of the Australian economy. Emphasis is placed on developing an understanding of fundamental business concepts, as well as business decision-making, planning and evaluation of performance.

Learning Outcomes

On completion of this unit students should be able to:

- Apply a set of generic business concepts to a range of businesses.
- Apply decision-making and planning skills, and evaluate the successful management of an ethical and socially responsible small business.
- Examine the day-to-day operations and ongoing ethical and socially responsible activities of a successful business.

UNIT 2: COMMUNICATION AND MANAGEMENT

Area of Study

This unit focuses on effective communication in achieving business objectives. Knowledge will be developed surrounding the aspects of business communication and students will examine the functions of business marketing and public relations.

Learning Outcomes

On completion of this unit students should be able to:

- Explain and apply a range of effective communication methods and forms in business related forms.
- Apply and analyse effective marketing and public relations strategies and processes.
- Apply public relations strategies to business related situations and analyse their effectiveness.

UNIT 3: CORPORATE MANAGEMENT

CODE 12BM

Area of Study

In this unit students investigate how large-scale organisations operate. Particular emphasis is placed on Operations Management.

Learning Outcomes

On completion of this unit students should be able to:

- Discuss and analyse the context in which large-scale businesses operate
- Discuss and analyse major aspects of the internal environments of large-scale organisations.
- Discuss and analyse practices and processes related to operations management.

UNIT 4: MANAGING PEOPLE AND CHANGE

Area of Study

This unit focuses on the Human Resource Management function and the effective management of change.

Learning Outcomes

On completion of this unit students should be able to:

- Analyse and evaluate practices and processes related to Human Resource Management.
- Analyse and evaluate the management of change in large-scale organisations.
- Discuss business ethics and social responsibility.

A study of Chemistry relates to a career in Medicine and Health Sciences, Science, Biomedical Sciences and Engineering. All students should check the relevant VICTER for conditions of entry.

UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

CODE - 11CH

Area of Study

- How can knowledge of elements explain the properties of matter elements and the periodic table metals; ionic compounds; and quantifying atoms and compounds. How can the versatility of non-metals be explained.
- Materials from molecules, organic compounds, carbon lattices and carbon nanomaterials and polymers.
- **Research investigation:** This covers areas of study in Units 1 & 2. Knowledge of the origin, structure and properties of matter has developed by medical, scientific and technological research.

UNIT 2: WHAT MAKES WATER SUCH AN UNIQUE CHEMICAL?

Area of Study

- How substances interact with water, properties of water, acids and bases.
- How are substances in water measured and analysed? Use of concentration formulas to determine amounts of a chemical.
- Practical investigation. Experimental work on identifying and/or measuring the amounts of specific chemicals (compounds or elements as ions) in a sample of water or solution.

UNIT 3: HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?

CODE - 12CH

Area of Study

- **What are the options for energy production?** Students focus on analysing and comparing a range of energy resources and technologies, including fossil fuels, biofuels, galvanic cells and fuel cells. Each area is studied with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications.
- **How can the yield of a chemical product be optimised?** Students explore the factors that increase the efficiency and percentage yield of a chemical manufacturing process while reducing the energy demand and associated costs. This area of study allows students to apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised. Further investigations of how electrolysis is involved in the production of chemicals and in the recharging of batteries is explored.

Learning Outcomes

On completion of this Unit, students should be able to:

- Compare fuels quantitatively, apply knowledge of the electrochemical series to the design and construction of galvanic cells and evaluate energy resources. These will be assessed by a variety of tasks which include analysis and evaluation of stimulus material, a comparison of two electricity-generating cells or a reflective journal/blog related to an issue covered in Area of Study 1.
- Apply rate and equilibrium principles to reactions and explain the production of chemicals and recharging of batteries by electrolysis. A task from several options is available for assessment e.g. a report on practical activities, evaluation of research, analysis of data activity or a response to a structured set of questions.

UNIT 4: HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?

Area of Study

This unit will focus on:

- **How can the diversity of carbon compounds be explained and categorised?** Students explore the vast range of carbon compounds and the structural features of different homologous series. The typical reactions of organic families and some of their reaction pathways are investigated. Data from IR and proton and carbon -13 NMR spectroscopy is used to confirm the structure of organic structures.
- **What is the chemistry of food?** Students explore the importance of food from a chemical perspective. The major components of food are investigated with reference to their structures, properties and functions. A study of biomolecules and their role in life processes is investigated.

Learning Outcomes

On completion of this Unit, students should be able to:

- Complete a task from Area of Study 1 - possible assessments include – annotations of a least two practical activities, a response to a set of structured questions or analysis of data.
- Complete a task from Area of Study 2 - possible assessments include – a response to stimulus material, a report of a laboratory investigation or a comparison of food molecules.
- Practical Investigation – A student designed or adapted practical investigation related to energy and/or food is undertaken in either Unit 3 or 4 – a structured scientific poster (according to the VCAA structured template) is the assessment of this task.

DANCE

ENTRY REQUIREMENTS:

It is recommended that students have three to four years dance and/or movement experience.

UNIT 1:

CODE - 11DA

Students explore the potential of the body as an instrument of expression. They develop skills in documenting and analysing movement and develop understanding of how choreographers use these processes. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation processes. They acquire the knowledge of physiology, including care and maintenance of the body.

AREAS OF STUDY

- Dance perspectives
- Choreography and performance
- Dance technique and performance
- Awareness and maintenance of the dancer's body

UNIT 2:

Students expand their personal movement vocabulary and choreographic skills through the exploration of the elements of movement and the study of form. Students apply their understanding of form and the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others. Students are also introduced to dance traditions, cultures, styles and works.

AREAS OF STUDY

- Dance perspectives
- Choreography, performance and dance-making analysis
- Dance technique, performance and dance analysis

ENTRY REQUIREMENTS

It is preferred students complete Unit 1 & 2 VCE Dance and it is recommended that students have three to four years dance and/or movement experience.

UNIT 3:

CODE - 12DA

Student's focus is on choreography, rehearsal and performance of a technique solo. Students also learn a group dance work created by another choreographer. Students further develop their understanding of choreographic skills through an analysis of ways that the expressive intentions chosen by choreographers of 20th and/or 21st century solo dance works selected from the prescribed list of works Unit 3.

AREA OF STUDY

- Choreography, performance and dance-making analysis (Technique Solo)
- Dance perspectives
- Dance technique, performance and analysis

UNIT 4:

Students focus on choreography, rehearsal and performance of a unified solo. Students' understanding of choreographic skills is also developed and refined through an analysis of ways in which the choreographers' intention can be expressed through the manipulation of different types of group structures. Students also analyse the use of the elements of spatial organisation in a group dance work by a 20th and/or 21st century choreographer selected from the prescribed list of works Unit 4. Influences on choices made by choreographers in both Unit 3 & 4 works are also studied.

AREA OF STUDY

- Dance technique, performance and analysis
- Dance perspectives
- Choreography, performance and dance-making analysis (Compositional Solo)

ENGLISH

Successful completion of a student's VCE is dependent on them passing a minimum of three (3) units of English including at least one unit at Unit 3 or Unit 4 level. For calculation of a student's ATAR satisfactory completion of both Units 3 & 4 of any of the English studies is required. Students commencing VCE in 2015 must attempt English/ESL, English Language or Literature 1 & 2. Check with your English teacher for English studies recommendations. Accelerated students may study Units 1 & 2 English and Units 3 & 4 English Language in Year 11 and therefore complete all necessary English VCE requirements in one year.

UNIT 1:

CODE - 11EN

Area of Study

The unit will focus on the reading and study of texts; using language creatively and persuasively; and effective oral communication.

Learning Outcomes

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

- Identify and discuss the ideas, themes and issues in a set text and construct creative, analytical and oral responses.
- Explore ideas on a theme in paired texts.
- Identify and discuss the ways speakers and writers use language to persuade.
- Formally articulate views verbally in relation to texts.
- Undertake and report on research focussing on the background of texts

Area of Study

The unit will focus further on the reading of texts; using language creatively and persuasively; and effective oral communication.

Learning Outcomes

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

- Construct a written interpretation of a set text
- Explore ideas on a theme in paired texts which explicitly makes comparisons linked to a number of common notions, including issues, ideas and themes..
- Express ideas in formal and non-formal written contexts

UNIT 3:

CODE 12EN

Area of Study

The unit will focus on the reading and study of texts; writing for a set context; and effective oral communication.

Learning Outcomes

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

- Discuss in detail the ideas, experiences and issues dealt with in selected texts.
- Analyse how language is used to persuade in current media texts.
- Present complex ideas and information to an audience through prepared oral presentations.
- Communicate effectively and creatively in writing, in relation to a set context.
- Analyse their decisions about language, audience, context and purpose.

UNIT 4:

Area of Study

The unit will further focus on the reading and study of texts and writing creatively and to persuade for a set context.

Learning Outcomes

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

- Discuss in detail the ideas, and issues dealt with in selected texts.
- Communicate effectively and creatively in writing, in relation to a set context.
- Analyse their decisions about language, audience context and purpose.
- Explore and analyse ideas, issues and themes in paired texts.

ENGLISH AS AN ADDITIONAL LANGUAGE

Students must meet VCAA criteria to enrol as an EAL student.

UNIT 1:

CODE - 11EN

Area of Study

The unit will focus on the reading and study of texts; using language creatively and persuasively; and effective oral communication.

Learning Outcomes

- On completion of this unit the student should be able to:
- Identify and discuss the ideas, themes and issues in a set text and construct creative, analytical and oral responses.
- Analyse the ways speakers and writers use language to persuade, and create a text intended to position audiences.

UNIT 2:

Area of Study

The unit will focus further on the reading of texts; using language creatively and persuasively; and effective oral communication.

Learning Outcomes

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

- Construct a written interpretation of a set text.
- Explore ideas on a theme in paired texts.
- Identify and analyse the ways speakers and writers use language to persuade, and create a text (an oral) which presents a point of view.

UNIT 3:

CODE - 12EN

Area of Study

The unit will focus on the reading and study of texts; writing for a set context; and effective oral communication.

Learning Outcomes

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

- Produce an analytical interpretation of a selected text in written form.
- Produce a creative response to a different selected text.
- Analyse and compare the use of arguments and persuasive language in texts that present a point of view on a current issue.
- Comprehend a spoken text.

UNIT 4:

Area of Study

The unit will further focus on the reading and study of texts and writing creatively and to persuade for a set context.

Learning Outcomes

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

- Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
- Construct a sustained and reasoned point of view on a current issue.

ENGLISH LANGUAGE

This subject looks at the study of linguistic theories and concepts, the history and development of the English Language and its use. An understanding of metalanguage enables students to discuss all subsystems of the language system and to use the knowledge of language in a variety of contexts, such as identifying the ways in which writers and speakers adapt language and structure according to their purpose. This subject studies a variety of text types including samples of screen plays, film, media texts and poetry.

Unit 1: LANGUAGE and COMMUNICATION

CODE - 11EG

In this unit, students will understand that language is an essential part of human behaviour. Student will study how language is used in written and spoken communication, as well as how we acquire language as children. They will learn how to identify and describe aspects of language, look into theories about language use and explain the differences between learning a language as an adult and a child.

Unit 2: LANGUAGE CHANGE

Students will understand how the English Language has changed and developed over time. They will use texts from the past to the present to show how our words, meanings and sentences have developed. Students will also consider the place of English in the world as a global language and will explore what happens when other languages come into contact with English, especially through indigenous languages.

Unit 3: LANGUAGE VARIATION and SOCIAL PURPOSE

CODE - 12EG

This unit will see students exploring the English language in a contemporary Australian setting. They will look at both informal and formal language, studying a range of texts and contexts to show how we communicate a range of information. They will look at how relationships can be built through language use, but also how language can hide meaning and show authority. Students will learn how to construct an analysis of both written texts and spoken transcripts.

Unit 4: LANGUAGE VARIATION and IDENTITY

Students will study how, as individuals and groups, we construct a sense of identity. They will study the Australian context, looking at personal, regional, cultural and social variations of language. They will understand how Australian English has developed over time to construct a sense of identity. Students will look at a range of texts from contemporary Australian society, including novels, films, television shows, poetry, emails, spoken transcripts and official and government documents.

ENVIRONMENTAL SCIENCE

Environmental Science relates to careers in Management and Environment fields.

UNIT 1: HOW ARE EARTH'S SYSTEMS CONNECTED?

CODE – 11EV

Life on Earth is dependent on four major inputs: energy, nutrients, air and water. This unit examines the processes and interactions between Earth's four systems: hydrosphere, lithosphere, atmosphere, and biosphere. This unit also investigates how the environment is not static but undergoes continual change. Changes within ecosystems can be short or long term, cyclic or random occurrences. Students will learn about how environmental changes may be monitored and measures. Students will investigate a local environmental issue and will learn how to collect and interpret data about how the environmental issue being investigated affects the local environment.

Learning Outcomes

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

- Identify and describe the components and natural processes within the environment.
- Explain the flow of energy, nutrient exchange and environmental changes in ecosystems.
- Analyse one human-induced environmental change and the options for remediation.

UNIT 2: HOW CAN POLLUTION BE MANAGED?

This unit examines the different types of pollution, with a focus on air, water and soil pollution. Students will be able to analyse the effects of pollutants on the environment. There is a focus on how different pollutants can be measured and monitored, as well as treatment to remediate the effects of different pollutants on the environment.

Learning Outcomes

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

- Explain the nature of environmental indicators for pollution and ecological health of ecosystems.
- Investigate and report on an issue involving the management of either an air, soil or water pollutant that is of local interest.
- Analyse the scientific basis and use of standards for environmental indicators for pollution control and ecological health of ecosystems.

UNIT 3: HOW CAN BIODIVERSITY AND DEVELOPMENT BE SUSTAINED?

CODE – 12 EV

Areas of Study

This unit focuses on environmental management through the examination and application of sustainability principles, with a focus on biodiversity management. Students will investigate threats to biodiversity and how changes of biodiversity link to changes in the atmosphere, lithosphere and hydrosphere.

Learning Outcomes

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

- Describe the principles of energy and relate them to the contribution of a fossil and non-fossil energy source to the enhanced greenhouse effect.
- Describe the characteristics of biodiversity and evaluate strategies to reduce the effects of threatening processes.
- Analyse the application of scientific data to environmental risk assessment in ensuring biodiversity.

UNIT 4: HOW CAN THE IMPACTS OF HUMAN ENERGY USE BE REDUCED?

Area of Study

This unit investigates and analyses the social and environmental impacts of energy production and use on both society and the environment. It advances further understanding of managing the environment to ensure development meets human needs while maintaining ecological integrity of the environment. Students will also investigate and compare natural and enhanced greenhouse effects and their significance for sustaining ecological integrity.

Learning Outcomes

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

- Be able to compare the advantages and disadvantages of a range of energy sources, evaluate the sustainability of their use and explain the impacts of their use on society and the environment.
- Be able to explain the cause and effects of change to Earth's climate and explain the impacts of atmospheric changes on living things and the environment.

FOOD STUDIES

Food Studies has an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. Food Studies includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments. A study of Food Studies is related to careers in Nutrition and Health.

UNIT 1: FOOD ORIGINS

CODE - 11FS

Areas of study

- Food around the world
- Food in Australia

Learning outcomes

On completion of this unit the student should be able to

- Identify and explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities.
- Describe patterns of change in Australia's food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

UNIT 2: FOOD MAKERS

Areas of study

- Food industries
- Food in the home

Learning outcomes

On completion of this unit the student should be able to

- Describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.
- Compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.

UNIT 3: FOOD IN DAILY LIFE

CODE - 12FS

Areas of study

- The science of food
- Food choice, health and wellbeing

Learning outcomes:

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

- Explain the processes of eating and digesting food and absorption of macronutrients, explain causes and effects of food allergies, food intolerances and food contamination, analyse food selection models, and apply principles of nutrition and food science in the creation of food products
- Explain and analyse factors affecting food access and choice, analyse the influences that shape an individual's food values, beliefs and behaviours, and apply practical skills to create a range of healthy meals for children and families.

UNIT 4: FOOD ISSUES, CHALLENGES AND FUTURES

Areas of study

- Environment and ethics
- Navigating food information

Learning outcomes

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

- Explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals.
- Explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.
- Implement the design plan and evaluate the products against the requirements of the design brief.
- Analyse factors related to product development, new and emerging developments in food production and explain.

HEALTH AND HUMAN DEVELOPMENT

This course relates to a career in a variety of health related fields including Nursing, Teaching, Physiotherapy, Osteopathy, Chiropractic and Health Promotion.

UNIT 1: UNDERSTANDING HEALTH AND WELLBEING

CODE - 11HH

Area of Study

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a

focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into

one youth health focus area.

Learning Outcomes

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

- Explain multiple dimensions of health and wellbeing,
- Explain indicators used to measure health status and analyse factors that contribute to variations in health.
- Apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information
- Interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

UNIT 2: MANAGING HEALTH & DEVELOPMENT

Area of Study

This unit investigates transitions in health and wellbeing, and development. Students look at changes and expectations that are part of the progression from youth to adulthood. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Learning Outcomes

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

- Explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood
- Describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

CODE - 12HH

Area of Study

This unit looks at health, wellbeing and illness. Students look at the conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models. As they research health improvements and evaluate successful programs.

Learning Outcomes

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

- Explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.
- Changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

UNIT 4: HEALTH & HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

Area of Study

This unit examines health and wellbeing, and human development in a global context. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO).

Learning Outcomes

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

- Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.
- Analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

HISTORY

Relates to careers in Museums, Heritage, Teaching, Journalism and Creative Writing.

UNIT 1: TWENTIETH CENTURY HISTORY 1918 - 1939

CODE - 11HI

Area of Study

This unit focuses on the impact of World War I and the treaties signed on European society. It looks at the changes to culture and society in the 1920s and 1930s and the rise of fascist governments that imposed controls on the way that people lived. In Germany, this refers to the persecution of Jewish people and other members of society. The unit will also look at the way that writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Learning Outcomes

On completion of this unit students should be able to:

- Use questions to inform a historical inquiry.
- Explain historical significance of particular social and cultural movements.
- Explain continuity and change during the period.
- Analyse perspectives of people from the period.
- Compare historical perspectives.

UNIT 2: TWENTIETH CENTURY HISTORY 1945 - 2000

Area of Study

This unit asks students to explore the nature and the impact of the Cold War and the challenges to existing political, economic and social arrangements in the second half of the twentieth century. They will also look at the challenges and changes to established order in several countries. They will look at the rise of social movements that challenged existing values and traditions.

Learning Outcomes

On completion of this unit students should be able to:

- Explain the historical significance of the Cold War and a social movement.
- Explain continuity and change over the Cold War period in the US, Russia and Germany.
- Explain the beliefs and values represented in ideologies of the period.
- Compare historical perspectives.

UNITS 3 & 4: REVOLUTIONS

CODE - 12HI

Areas of Study

- Revolutionary Ideas, Movements and Leaders: Investigates ideas used in revolutionary struggle, the role of groups in bringing about radical change, exploring unity and tensions within the revolutionary groups, the roles of individuals and their publications in the revolution.
- Creating a New Society: Involves studying crises of the revolution, the responses of the revolutionary state to the crises, changes to political and economic structures resulting from the revolution, continuities with the old regime in terms of power, wealth social control and everyday life.
- Contexts: French Revolution from 1774 to October 1795 and Russia from February 1917 to January 1924.

Learning Outcomes

On completion of this course students should be able to:

- Evaluate the role of ideas, leaders, movements and events in the revolution.
- Analyse the challenges faced by the emerging new order and evaluate the nature of the new society caused by the revolution.

INFORMATION TECHNOLOGY - COMPUTING

Information Technology-Computing undertaken in Units 1 & 2 can lead to two alternate subjects in Unit 3 & 4. These pathways are based on either informatics or software development. Students complete Computing Units 1 & 2 then choose either Informatics or Software Development Units 3 & 4. This subject relates to a diverse range of careers in areas such as research and computing.

UNIT 1: COMPUTING

CODE - 11IT

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

Learning outcomes

On completion of this unit, students should be able to:

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

UNIT 2: COMPUTING

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

Learning outcomes

- Design working modules in response to solution requirements, and use a programming or scripting language to develop the modules.
- Apply the problem-solving methodology and use appropriate software tools to extract relevant data and create a data visualisation that meets a specified user's needs. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study
- Apply the problem-solving methodology to create a solution using database management software, and explain the personal benefits and risks of interacting with a database.

UNIT 3: INFORMATICS

CODE – 12ITI

In this unit, students focus on data, information and information systems. They consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs.

Students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. For their major project, students frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This is continued in Unit 4.

Learning outcomes

- Design a solution, develop it using a relational database management system, and diagrammatically represent how users interact with an online solution when supplying data for a transaction. To achieve this outcome.
- Use a range of appropriate techniques and processes to acquire, prepare, manipulate and interpret complex data to confirm or refute a hypothesis, and formulate a project plan to manage progress.

UNIT 4: INFORMATICS

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

Learning outcomes

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

UNIT 3: SOFTWARE DEVELOPMENT

CODE 12ITS

In this unit, students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. They develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules. Students respond to given software designs and develop a set of working modules through the use of a programming language. Students examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules. They analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills. This forms the first part of a project that is completed in Unit 4.

Learning outcomes

- Interpret designs and apply a range of functions and techniques using a programming language to develop working modules.
- Analyse and document a need or opportunity, generate alternative design ideas, represent the preferred solution design and formulate a project plan for creating the solution.

UNIT 4: SOFTWARE DEVELOPMENT

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

Learning outcomes

On completion of this unit, students should be able to:

- Apply stages of the problem-solving methodology to create a solution using a programming language that fulfils identified requirements and assess the effectiveness of the project plan in monitoring progress.
- Analyse and explain the dependencies between two information systems and evaluate the controls in place in one information system to protect the integrity of its source data.

LANGUAGES: FRENCH AND JAPANESE AS SECOND LANGUAGES

This course relates to careers in Travel and Tourism, International Business, Interpreting and Translating, Teaching.

Areas of Study

Students demonstrate achievement of the outcomes through: themes and topics, grammar, text types, vocabulary, and kinds of writing. These five areas of study are common to all four Units in all languages.

Prescribed themes and topics for Unit 1 to Unit 4 French are:

- The Individual: personal world; education and aspirations; personal opinions and values.
- The LOTE-speaking communities: Lifestyles, Historical perspectives; arts and entertainment.
- The changing world: Social issues; the world of work; scientific and technological issues.

Prescribed themes and topics for Unit 1 to Unit 4 Japanese are:

The individual: personal world; daily life; past and future.

The LOTE-speaking communities: visiting Japan; life in Japan; getting to know people.

The changing world: The world of work; changes in daily life; home and neighbourhood.

UNITS 1 & 2: FRENCH AS A SECOND LANGUAGE JAPANESE AS A SECOND LANGUAGE

CODE - 11FR
CODE - 11JA

Unit 1 Learning Outcomes

On completion of this unit students should be able to:

- Establish and maintain a spoken or written exchange related to personal areas of experience.
- Listen to, read, and obtain information from written and spoken texts.
- Produce a personal response to a text focusing on real or imaginary experience.

Unit 2 Learning Outcomes

On completion of this unit students should be able to:

- 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 written and spoken texts.
- Give expression to real or imaginary experience in written or spoken form.

UNITS 3 & 4: FRENCH AS A SECOND LANGUAGE JAPANESE AS A SECOND LANGUAGE

CODE - 12FR
CODE - 12JA

Unit 3

Learning Outcomes

On completion of this unit students should be able to:

- Express ideas through the production of original texts.
- Analyse and use information from spoken texts.
- Exchange information, opinions, and experiences.

Unit 4

Learning Outcomes

On completion of this unit students should be able to:

- Analyse and use information from written texts.
- Respond critically to spoken and written texts which reflect aspects of the French/Japanese language and culture of the LOTE-speaking communities.

LEGAL STUDIES

A study of Legal Studies is related to a career in Business, Social Sciences (Counselling) and Law.

UNIT 1: CRIMINAL LAW IN ACTION

CODE - 11LS

Areas of Study

This unit will focus on:

- Law in Society
- Criminal law
- The criminal courtroom

Learning Outcomes

On completion of this unit students will be able to:

- Explain the principles of criminal law and apply them to one or more cases to justify a decision.
- Evaluate the processes for the resolution of criminal disputes and analyse the capacity of these processes to achieve justice.

UNIT 2: ISSUES IN CIVIL LAW

Areas of Study

This unit will focus on:

- Civil law
- Civil law in action
- The law in focus
- A question of rights

Learning Outcomes

On completion of this unit students will be able to:

- Explain the principles of civil law and be able to apply them to one or more real or hypothetical case to justify a decision.
- Evaluate the processes for the resolution of civil disputes and analyse the capacity of these processes to achieve justice.
- Analyse contemporary Australian law and assess its ability to reconcile and reflect conflicting attitudes in order to meet the needs of Australian society and contribute to social cohesion.

UNIT 3: LAW-MAKING

CODE - 12LS

Areas of Study

This unit will focus on:

- Parliament and the citizen
- Constitution and the protection of rights
- Role of the courts in law making

Learning Outcomes

On completion of this unit students will be able to:

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

UNIT 4: DISPUTE RESOLUTION

Areas of Study

This unit will focus on:

- Dispute resolution methods
- Court processes and procedures and engaging in justice

Learning Outcomes

On completion of this unit students will be able to:

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

LITERATURE

Literature develops cultural awareness and builds investigative abilities as students delve into the way meaning is constructed through literary devices and through cultural context. Students refine their abilities to become discerning, critical readers and skilled writers, skills which transfer to academic courses and professions. A study of Literature relates to a career in Journalism, Creative Writing. All students should check VICTER for conditions of entry.

UNIT 1: APPROACHES TO LITERATURE

CODE - 11LI

Area of Study

This unit will focus on reading practices and the ways literary texts represent human experience. It explores the ideas, concerns and conventions of texts.

Learning Outcomes

On completion of this unit students should be able to:

- Analyse the literary conventions used to construct a variety of texts
- Analyse and respond both critically and creatively to a text produced since 1950.
- Develop skills for literary criticism.

UNIT 2: CONTEXT AND CONNECTIONS IN LITERATURE

Area of Study

This unit will focus on students' critical and creative responses to texts.

Learning Outcomes

On completion of this unit students should be able to:

- Analyse and respond critically and creatively to a text produced in an earlier historical period or from another culture
- Produce an extended comparative piece of interpretive writing.

UNIT 3: LITERATURE

CODE - 12LI

Area of Study

This unit will focus on the ways writers construct their work and how meaning is created.

Learning Outcomes

On completion of this unit students should be able to:

- Discuss how meaning changes when the form of a text changes.
- Analyse, interpret and evaluate the views and values and contexts of a text in the context of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned.
- Review and evaluate views of a text and make comparisons with their own interpretation.
- Respond verbally to literary texts

UNIT 4: LITERATURE

Area of Study

This unit will focus on students' creative and critical responses to texts

Learning Outcomes

On completion of this unit students should be able to:

- Respond imaginatively to a text.
- Analyse critically and link features of a text, through extracts relating them to an interpretation of the text as a whole.

MATHEMATICS

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving.

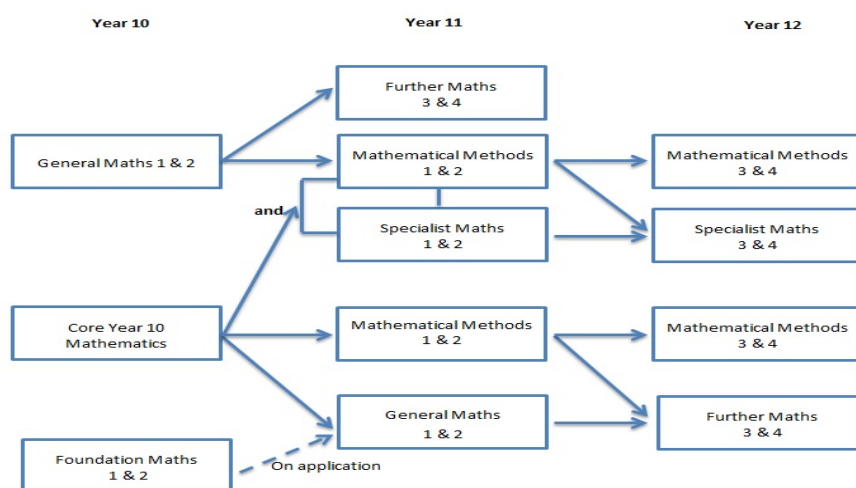
This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

Mentone Girls' Secondary College offers a range of Mathematics courses to suit different abilities and all career paths. We also include access to ICT resources/applications to facilitate the required learning outcomes.

A study of Mathematics relates to a diverse range of careers including Nursing and Health Sciences, Engineering, Business, Architecture, Education, Psychology, Science, Veterinary Science, Pharmacy and computer science

WHAT MATHEMATICS PATHWAY SHOULD I CHOOSE IN VCE?

The flowchart below shows the possible pathways for studying VCE Mathematics.



Note:

For VCE Mathematics Studies all Student Assessed Coursework (tests and tasks) and Examinations are set assuming students own or have access to an approved CAS calculator.

- Examination 1 for both Mathematical Methods Units 3 & 4 and Specialist Mathematics Units 3&4 will be a 1 hour **technology free** (no calculator, no notes) examination.
- Examination 2 for both Mathematical Methods Units 3 & 4 and Specialist Mathematics Units 3&4 will be a 2 hour **technology-active** (calculators and bound reference notes may be used) examination.
- Examinations 1 and Examination 2 for Further Mathematics Units 3 & 4 will be 90 minute technology-active (calculators and bound reference notes may be used) examinations.

UNITS 1 & 2: GENERAL MATHEMATICS

CODE - 11GM

General Mathematics is designed for students intending to study Further Mathematics in Year 12; hence there is a significant emphasis on statistical analysis systems.

AREA OF STUDY

This unit will focus on a study of:

- Arithmetic and number
- Statistics
- Algebra and structure
- Graphs of linear and non-linear relations
- Discrete Mathematics
- Geometry, measurement and trigonometry.

Learning Outcomes

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

- Define and explain key concepts in relation to the topics from the selected areas of study and apply a range of related mathematical routines and procedures.
- Select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.
- select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

UNITS 3 & 4: FURTHER MATHEMATICS

CODE - 12FM

Further Mathematics Units is designed for students to study on its own and sometimes in conjunction with Mathematical Methods. It is a sufficient pre-requisite for tertiary courses that require students to undertake a Level 3 & 4 Mathematics subject.

AREA OF STUDY

Unit 3 - Core Material:

- **Data Analysis.** Displaying, summarising and describing univariate and bivariate data, correlation and regression and time series analysis.
- **Recursion and financial modelling** . Depreciation, compound interest, reducing balance loans, annuities and perpetuities.

Unit 4 - Application Modules (Select two modules from)

- Module 1: Matrices
- Module 2: Networks and decision mathematics
- Module 3: Geometry and measurement
- Module 4: Graphs and relations

Learning Outcomes

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

- Define and explain key concepts and apply related mathematical techniques and models as specified in the Area of Study in routine contexts.
- Select and apply the mathematical concepts, models and techniques as specified in Area of Study 1 in a range of contexts of increasing complexity.
- Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

UNITS 1 & 2: MATHEMATICAL METHODS

CODE - 11MM

Mathematical Methods Units 1 & 2 is designed for students wishing to pursue study at a significant level of Mathematics in year 12 and beyond. The appropriate use of a computer algebra system technology to support learning of mathematics is incorporated throughout the course. For the capable Mathematics student, Mathematical Methods Units 1 & 2 may also be studied in conjunction with Specialist Mathematics Units 1 & 2.

AREA OF STUDY

This unit will focus on a study of:

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

Learning Outcomes

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

- Define and explain key concepts as specified in the content from the selected areas of study and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.
- Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

UNITS 3 & 4: MATHEMATICAL METHODS

CODE - 12MM

Mathematical Methods is designed for students to study on its own or in conjunction with Specialist Mathematics Units 3 & 4, and sometimes in conjunction with Further Mathematics. The appropriate use of a computer algebra system technology to support and develop the learning of mathematics is incorporated throughout the course. **Students must have successfully completed Mathematical Methods Units 1 & 2 in order to succeed in this course.** Mathematical Methods is a key pre-requisite for many tertiary courses, especially those involving science.

Area of Study

This unit will focus on a study of:

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

Learning Outcomes

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

- Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures
- Apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics.
- Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

UNITS 1 & 2: SPECIALIST MATHEMATICS

CODE - 11SM

Specialist Mathematics Units 1 & 2 is designed for capable Mathematics students. This course is to be studied in conjunction with Mathematical Methods Units 1 & 2. Together, Specialist Mathematics Units 1 & 2 and Mathematical Methods Units 1 & 2 prepare students for Specialist Mathematics Units 3 & 4 and provide an excellent foundation for students wishing to study Mathematical Methods Units 3 & 4.

AREA OF STUDY

This unit will focus on a study of:

- Graphs of linear and non-linear relations (prescribed)
- Algebra and structure
- Discrete mathematics
- Geometry, measurement and trigonometry (prescribed)
- Arithmetic and number (prescribed)
- Statistic

Learning Outcomes

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

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

UNITS 3 & 4: SPECIALIST MATHEMATICS

CODE - 12SM

Specialist Mathematics Units 3 & 4 is designed for students to study in conjunction with Mathematical Methods Units 3 & 4. Specialist Mathematics assists students to understand the Mathematical Methods course and significant parts of Physics.

Students must have achieved very good grades in Mathematical Methods Units 1 & 2 and Specialist Mathematics Units 1 & 2 in order to succeed in this course. Together these two mathematics subjects are an important pre-requisite for a number of tertiary engineering and Mathematics courses.

Area of Study

This unit will focus on a study of:

- Functions and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability & statistics

Learning Outcomes

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

- Define and explain key terms and concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures. It is expected that students will be able to use technology as applicable in the solution of problems, as well as apply routines and procedures by hand.
- Apply mathematical processes with an emphasis on general cases, in non-routine contexts and to analyse and discuss these applications of mathematics
- Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

MEDIA

Students will be responsible for purchasing their own equipment and materials where their requirements extend beyond the basic supplies provided by the school. A study of Media relates to a career in a variety of media industries such as filmmaking, photography, advertising, and radio.

UNIT 1: REPRESENTATION AND TECHNOLOGIES OF REPRESENTATION

CODE - 11ME

Area of Study

This unit focuses on the study of the implications of media technology for the society and the individual. Students develop practical and analytical skills in the construction of media products.

Learning Outcomes

On completion of this unit students should be able to:

- Describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.
- Construct media representations in a variety of media forms and compare these representations that are produced by the application of different media technologies.
- Discuss creative and cultural implications of new media technologies for the production and consumption of media products.

UNIT 2: MEDIA PRODUCTION AND THE MEDIA INDUSTRY

Area of Study

This unit will enable students to develop their understanding of the specialist production stages and roles within the collaborative organisation of media production.

Learning Outcomes

On completion of this unit students will be able to:

- Demonstrate specialist production skills within collaborative media productions, and explain and reflect on the media production process.
- Discuss media industry issues and developments relating to the production stages of a media product, and describe specialist roles within the media industry.
- Describe characteristics of Australian media organisations and discuss the social, cultural and industrial framework within which such organisations operate.

UNIT 3: NARRATIVE AND MEDIA PRODUCTION DESIGN

CODE - 12ME

Area of Study

This unit will enable students to develop an understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional media texts. Consideration is given to how production and story elements structure narratives to engage an audience. Practical skills are also developed throughout designing media productions and undertaking exercises related to aspects of the design process.

Learning Outcomes

On completion of this unit students will be able to:

- Analyse the nature and function of production and story elements in narrative media texts, and discuss the impact of these elements on audience engagement.
- Use a range of technical equipment, applications and media processes and evaluate the capacity of these to present ideas, achieve effects and explore aesthetic qualities in media forms.
- Prepare and document a media production design plan in a selected media form for a specified audience.

UNIT 4: MEDIA: PROCESS, INFLUENCE AND SOCIETY'S VALUES

Area of Study

This unit enables students to further develop practical skills in the production of media products and to realise production design. Students also develop an awareness of the roles of social values in the construction of media texts and to critically analyse issues raised about the role and influence of the media.

Learning Outcomes

On completion of this unit students will be able to:

- Produce a media product for an identified audience from the media production design plan prepared in Unit 3.
- Discuss and analyse the construction, distribution and interpretation of society's values as represented in media texts.
- Analyse and present arguments about the nature and extent of media influence.

MUSIC PERFORMANCE

A study in Music relates to careers in Music Teaching, Music Therapy, Performing, Recording, Multimedia, Music Administration, Defence and Police Bands, Sessional Work, Music Media.

Entry

There are no prerequisites for entry to Units 1, 2 and 3 for Music Performance, however, students should have approximately 3 years' experience in voice or an instrument of their choice prior to Year 11. Students are required to be enrolled in music tuition with a specialist music teacher on the instrument of their choice. Entry into Units 3 & 4 without first doing Units 1 and 2 of Music Performance is subject to the instrumental/vocal teacher's recommendation and the Director of Music's approval. Generally, a minimum of Grade 5 AMEB standard or equivalent is recommended for Units 3 & 4.

SELECTION OF AN INSTRUMENT AND WORKS FOR MUSIC PERFORMANCE

'Instrument' refers to voice as well. The choice of instrument may vary within a unit or between units. Students who work with more than one instrument should select a main instrument for performance. For Units 3 and 4 Performance an end of the year will be presented as either a Solo or Group Performance. Works for this recital will be chosen from a set list.

UNITS 1 & 2: MUSIC PERFORMANCE

CODE: 11MP

Areas of Study

These Units focus on enhancing performance on the student's instrument(s) of choice while working on theory and aural skills to improve musicianship.

- 1. Performance**
The practice and performance of solo and/or group works.
- 2. Preparing for Performance**
Development, description and demonstration of technical exercises related to the performance works.
- 3. Music Language**
Music theory, aural skills and the analysis of interpretive decisions made by performers and composers in pre-recorded works.
- 4. Organisation of Sound (Unit 2 only)**
Learning and practice of techniques relevant to arranging, composing and/or improvising of music.

Learning Outcomes

On completing these units students should be able to:

- Prepare and perform a musically engaging program of group and/or solo works.
- Perform selected technical work and exercises.
- Describe how the selected technical work and exercises support the students' development as an instrumentalist and their preparation of works.
- Identify, re-create, notate and transcribe elements of music, and describe how selected elements of music have been interpreted in performance.
- Devise an original work as a composition or improvisation, inspired by analysis of music in selected works being prepared for performance (Unit 2 only).

Unit 3

12MP

This unit prepares students to present convincing performances of group or solo works. Students select a program of group or solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in aural perception and comprehension, transcription, music theory and analysis.

Learning Outcomes

On completing these units students should be able to:

- Present an informed, accurate and expressive performance program of solo or group works.
- Demonstrate performance techniques, technical work, exercises, and describe their relevance to their performance program.
- Identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

Unit 4

In this unit students refine their ability to present convincing performances of group or solo works. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory and analysis. Students continue to study ways in which performers interpret works that have been created since 1910 by Australian composers/songwriters.

Learning Outcomes

On completing this unit students should be able to:

- Prepare and present accurate, expressive performances of informed interpretations of a program of group or solo works.
- Demonstrate performance techniques, technical work, exercises, and describe their relevance to the performance program.
- Identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

OUTDOOR & ENVIRONMENTAL STUDIES

This course is only available to Year 11 students in 2018. The cost for enrolment in this subject in 2017 was \$720. *This subject will involve practical activities from a combination of the following: camping, canoeing, skiing and hiking. This course relates to a range of careers in areas such as Tourism and Teaching and the Environment.*

UNIT 3: RELATIONSHIPS WITH NATURAL ENVIRONMENTS

CODE - 120S

Area of Study

The focus of this unit is the ecological, historical and social context of relationships between humans and natural environments in Australia. The impacts of these relationships in natural environments is examined by reflecting on the changing nature of human interactions and relationships with, and perceptions of, the natural environment in Australia since human habitation.

Learning Outcomes

On completion of this unit students should be able to:

- Describe and analyse how particular interactions and relationships with the Australian environment have changed over time with reference to related outdoor experiences.
- Analyse and evaluate factors influencing contemporary relationships with natural environments, and the consequences for humans and the environment with reference to related outdoor experiences.

UNIT 4: THE FUTURE OF HUMAN-NATURE INTERACTIONS

Area of Study

This unit focuses on the sustainable use and management of the natural environment. It examines the contemporary state of the environments in Australia, considers the importance of the maintenance of natural environments and examines the capacity of the natural environment to support the future needs of the world's population.

Learning Outcomes

On completion of this unit students should be able to:

- Describe the contemporary state of the environment and evaluate the importance of healthy natural environments for individuals and society, with reference to related outdoor experiences.
- Evaluate practices and strategies for sustainable interactions between humans and the environment, with reference to related outdoor experiences.

PHYSICAL EDUCATION

This course relates to a career in many health, sport and recreation fields including Teaching, Physiotherapy, Osteopathy, Chiropractic, Nursing, Health Promotion, Sports Psychology, Fitness Leadership.

UNIT 1: BODIES IN MOTION

CODE - 11PE

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Learning Outcomes

On completion of this unit students should be able to:

- Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.
- Collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

UNIT 2: PHYSICAL ACTIVITY, SPORT AND SOCIETY

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

Learning Outcomes

On completion of this unit students should be able to:

- Collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.
- Apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

UNIT 3: MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY

CODE - 12PE

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Learning Outcomes

On completion of this unit students should be able to:

- Collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.
- Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

UNIT 4: TRAINING TO IMPROVE PERFORMANCE

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. They consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

Learning Outcomes

On completion of this unit students should be able to:

- Analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity
- Participate in a variety design and evaluate training programs to enhance specific fitness components.

PHYSICS

A study of Physics relates to a career in Engineering and Medicine. All students should check the relevant VICTER for conditions of entry.

UNIT 1: PHYSICS

CODE - 11PH

Areas of Study

Thermodynamics; electricity; and the nature of matter

Learning Outcomes

On completing this unit students should be able to:

- To apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts
- To investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.
- Explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

UNIT 2: PHYSICS

Movement; Behaviour of Light and Waves; an extended practical investigation into an aspect of Motion.

Areas of Study

Movement; a detailed study into one of twelve possible related extension areas; and students will be required to complete a practical investigation into either Movement or the detailed study.

Learning Outcomes

On completing this unit students should be able to:

- Investigate, analyse and mathematically model the motion of particles and bodies.
- Describe the wave model of energy transfer and apply it to light phenomena
- 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.

UNIT 3: PHYSICS

CODE - 12PH

Motion and Electronics and Photonics

Learning Outcomes

On completing this unit students should be able to:

- Analyse gravitational, electric and magnetic fields and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
- Analyse and evaluate an electricity generation and distribution system.
- Investigate motion and related energy transformation experimentally, analyse motion using Newton's laws and explain motion of objects travelling at very large speeds using Einstein's theory of special relativity.

UNIT 4: PHYSICS

Areas of Compulsory Study

Electric Power, Interaction of Light and Matter.

Learning Outcomes

On completing this unit students should be able to:

- Apply wave concepts to analyse, interpret and explain the behaviour of light.
- Provide evidence for the nature of light and matter, and analyse data from experiments that support this evidence.
- Design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

PRODUCT DESIGN AND TECHNOLOGY – TEXTILES OR WOOD/METAL

*This study focuses on design and product development using a wide range of processes, materials and tools and fitting them to the chosen design. It aims to develop efficient organisation and work skills, as well as an awareness of the possible social and environmental implications of production and disposal of materials. This is a practical based subject. Students must pay for all materials. As the student designs their own project the cost is under their control, averaging \$50-\$75. Projects designed for client needs are discussed with the classroom teacher and their suitability assessed. Average cost per project, which the client is expected to cover is \$50-\$150.
A study of Product Design and Technology relates to careers in Design.*

UNIT 1: DESIGN MODIFICATION AND SUSTAINABILITY

CODE TEXTILE - 11DTT

CODE WOOD - 11DTW

Areas of Study

- Product redesign for improvement.
- Producing and evaluating a modified product.

Learning Outcomes

On completion of this unit students should be able to:

- Modify the design of a product using suitable materials with the intention of improving aspects of the products aesthetics, functionality or quality including consideration of sustainability
- Use and evaluate materials, tools, equipment and processes to make a redesigned prototype/product and compare the finished prototype/product with the original design.

UNIT 2: COLLABORATIVE DESIGN

Areas of Study

- Designing within a team.
- Producing and evaluating a collaboratively designed product.

Learning Outcomes

On completion of this unit students should be able to:

- Collaboratively design and make a product/s using suitable materials and the product design process.
- Use and evaluate materials. Tools, equipment and process to make a group product or a product range.

UNIT 3: APPLYING THE PRODUCT DESIGN PROCESS

CODE TEXTILE - 12DTT

CODE WOOD - 12DTW

Areas of Study

- The designer, client and end-user in product development.
- Product development in industry.
- Designing for others.

Learning Outcomes

On completion of this unit students should be able to:

- Explain the roles of a designer, client and end-user, the Product design process and its initial stages including investigating and defining a design problem, and explain how the design process leads to product design development.
- Explain influences on the design, development and manufacture of products within industrial settings.
- Present a folio that documents the procedure and decision-making processes used while working as a designer to meet the needs of a client or end user, and commence production of the designed product.

UNIT 4: PRODUCT DEVELOPMENT, EVALUATION AND PROMOTION

Areas of Study

- Product analysis and comparison
- Product manufacture
- Product evaluation

Learning Outcomes

On completion of this unit students should be able to:

- Analyse and evaluate commercially available products taking into account a range of factors and using appropriate techniques.
- Competently and safely apply a range of production skills and processes to implement the production plan, make the product designed in Unit 3, and manage time and resources effectively and efficiently.
- Evaluate the outcomes of the design and production activities, explain the product's design and features to the client and/or end-user and outline its care requirements

A study of Psychology relates to a career in Psychology, Market research, Advertising, Forensics, Business consultancy, Social welfare, Community Health Counselling or Protective services, education, Mental Health, Human Resource Management, Policy development, Sport psychologist, Criminology.

UNIT 1 – HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

CODE - 11PY

Area of Study 1

How does the brain function?

Students examine how understanding of brain structure and function has changed, how the brain enables us to interact with our surroundings and interactions between areas of the brain.

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

- Describe how understanding of brain structure and function has changed
- Explain how different areas of the brain coordinate different functions,
- Explain how brain plasticity and brain damage can change psychological functioning.

Area of Study 2

What influences psychological development?

Students study the interaction between hereditary and environment and investigate factors that lead to psychological development and disorders.

Learning Outcome:

On completion of this unit the student should be able to

- Identify the varying influences of nature and nurture on a person's psychological development
- Explain different factors that may lead to typical or atypical 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?

Students explore vision and taste – and analyse the relationship between sensation and perception of stimuli.

Learning Outcome

On completion of this unit the student should be able to

- Compare the sensations and perceptions of vision and taste
- Analyse factors that may lead to the occurrence of perceptual distortions.

Area of Study 2

How are people influenced to behave in particular ways? Students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups.

Learning Outcome

On completion of this unit the student should be able to

- Identify factors that influence individuals to behave in specific ways.
- Analyse ways in which others can influence individuals to behave differently.

Area of Study 3:

Student-directed practical investigation

Students design and conduct a practical investigation related to external influences on behaviour.

Learning Outcome

On completion of this unit the student should be able to

- Design and undertake a practical investigation related to external influences on behaviour,
- Draw conclusions based on evidence from collected data

UNIT 3 : HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

CODE - 12PY

Area of Study 1 : How does the nervous system enable psychological functioning?

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 and the specialised structures and functioning of neurons that allow the nervous system to transmit neural information. Students evaluate how biological, psychological and social factors can influence a person's nervous system functioning. In particular, they consider the ways in which stress can affect the mind and body, the role that the nervous system plays in these processes and how stress can be managed.

Learning Outcome

On completion of this unit the student should be able

- To explain how the structure and function of the human nervous system enables a person to interact with the external world
- Analyse the different ways in which stress can affect nervous system functioning.

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 adaption 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. They consider the influence of biological, psychological and social factors on the fallibility of memory.

Learning Outcome

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

- Apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information.

UNIT 4: HOW IS WELLBEING DEVELOPED AND MAINTAINED?

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. They explore the different ways in which consciousness can be studied from physiological and psychological perspectives and how states of consciousness can be altered. Students consider the nature and importance of sleep and apply biological, psychological and social factors to analyse the effects of sleep disturbances on psychological functioning, including mood, cognition and behaviour

Learning Outcome

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

- Explain consciousness as a continuum
- Compare theories about the purpose and nature of sleep
- Elaborate on the effects of sleep disruption on a person's functioning.

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. Students apply a biopsychosocial approach to analyse mental health and mental disorder, and evaluate the roles of predisposing, precipitating, perpetuating and protective factors in contributing to a person's mental state. Specific phobia is used to illustrate how a biopsychosocial approach can be used to explain how biological, psychological and social factors are involved in the development and management of a mental disorder. Students explore the concepts of resilience and coping and investigate the psychological basis of strategies that contribute to mental wellbeing.

Learning Outcome

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

- Explain the concepts of mental health and mental illness including influences of risk and protective factors
- Apply a biopsychosocial approach to explain the development and management of specific phobia
- And explain the psychological basis of strategies that contribute to mental wellbeing.

Area of Study 3: Practical Investigation

Students identify an aim, develop a question, formulate a research hypothesis including operationalised variables and plan a course of action to answer the question and that takes into account safety and ethical guidelines.

Learning Outcomes

On completion of this unit students should be able:

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

Sociology is related to a wide range of careers and further study in contemporary issues in society

UNIT 1: YOUTH AND FAMILY

CODE - 11SO

Area of Study

Students will be encouraged to question their assumptions and to reflect on their understandings and ideas about social relations. This unit uses sociological methodology to explore the social categories of youth and adolescence and the social institution of family.

Learning Outcomes

On completion of this unit students should be able to:

- Explore the way youth and adolescence are constructed as social categories, in the light of differing experiences of young people and how being young differs across time and space.
- Examine the tension between a need to define categories of youth and adolescence, and the negative impacts of categorisation.
- Investigate the social institution of the family, drawing on a range of theoretical approaches to explain the purpose and experiences of family life.

UNIT 2: SOCIAL NORMS: BREAKING THE CODE

Area of Study

Students will explore the concepts of deviance and crime, including types and degrees of rule breaking behaviour and why people might engage in these activities.

Learning Outcomes

On completion of this unit students should be able to:

- Explore the concept of deviance by investigating the functionalist, interactionist and social control theories of deviance.
- Investigate crime and punishment by exploring patterns of crime and considering a range of factors such as class, gender, age and race/ethnicity.

UNIT 3: CULTURE AND ETHNICITY

CODE - 12SO

Area of Study

This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture and ethnicity in relation to migrant groups.

Learning Outcomes

On completion of this unit students should be able to:

- Critically explore the historical suppression of, and increasing public awareness of, Australian Indigenous culture. This includes a knowledge of the past and its influence on subsequent generations.
- Develop an understanding of a variety of challenges that need to be considered when investigating experiences of ethnic identity, and how individuals define themselves based on common heritage, language or religion.

UNIT 4: COMMUNITY, SOCIAL MOVEMENTS AND SOCIAL CHANGE

Area of Study

In this unit students explore the ways sociologists have thought about the idea of community and how the various forms of community are experienced.

Learning Outcomes

- On completion of this unit students should be able to:
- Examine the changing definitions and experiences of community and the challenges posed by political, social, economic and technological change.
- Investigate the role of social movements in their effort to achieve social change, and develop an understanding of the purpose, evolution, power and outcomes of social movements.

THEATRE STUDIES

This course relates to a career in the theatrical arts field.

As a performance approaches students will need to attend out of class rehearsals.

UNIT 1: THEATRICAL STYLES OF THE PRE-MODERN ERA

CODE - 11TS

Areas of Study

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works prior to the 1880s.

Learning Outcomes

On completion of this Unit, students should be able to:

- Identify and describe the distinguishing features of playscripts from the pre-modern era
- Apply acting and other stagecraft to interpret playscripts from the pre-modern era
- Analyse a performance of a playscript from the pre-modern era in performance

UNIT 2: THEATRICAL STYLES OF THE MODERN ERA

Areas of Study

This unit focuses on studying theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era focusing on works from the 1880s to the present.

Learning Outcomes

On completion of this unit students should be able to:

- Identify and describe the distinguishing features of playscripts from the modern era of theatre.
- Apply stagecraft to interpret playscripts from the modern era
- Analyse and evaluate stagecraft in a performance of a playscript from the modern era

UNIT 3: PRODUCTION DEVELOPMENT

CODE - 12TS

Areas of Study

This unit focuses on an interpretation of a playscript through the four designated stages of production: planning, production development, production season, and production evaluation. Students also attend a performance selected from the prescribed Theatre Studies Unit 3 Playlist published annually in the VCAA Bulletin, and analyse and evaluate the interpretation of the playscript in the performance.

Learning Outcomes

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

- Apply stagecraft to interpret a playscript for performance to an audience and demonstrate understanding of the stages of the production process
- Analyse the use of stagecraft in the development of a playscript for production, incorporating the specifications appropriate for each stage of the production process
- Analyse and evaluate ways in which a written playscript selected from the prescribed playlist is interpreted in its production to an audience

UNIT 4: PERFORMANCE INTERPRETATION

Areas of Study

In this unit students study a scene and associated monologue from the Theatre Studies Performance Examination, and develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research.

Learning Outcomes

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

- Perform an interpretation of a monologue from a playscript
- Develop a theatrical brief that presents an interpretation of a scene
- Analyse and evaluate acting in a production from the prescribed playlist

VISUAL COMMUNICATION DESIGN

Students will be responsible for purchasing their own equipment and materials where their requirements extend beyond the basic supplies provided by the school. Students must be prepared to participate in holiday workshops and study related activities. A study in Visual Communication Design directly relates to a career in Communication, Industrial, or Environmental Design.

UNIT 1: INTRODUCTION TO VISUAL COMMUNICATION DESIGN

CODE - 11VC

Area of Study

This unit focuses on using visual language to communicate messages, information and ideas. This involves acquiring and applying drawing skills as well as design thinking skills to make messages, ideas and concepts visible and tangible. Students learn to draw three-dimensional objects and they use visualisation drawing methods to explore their own ideas and concepts. Manual and digital approaches to presenting a final design are also explored.

Learning Outcomes

On completing this unit students should be able to:

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

UNIT 2: APPLICATIONS OF VISUAL COMMUNICATION DESIGN

Area of Study

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to successfully meet specific purposes within a designated design field (Environmental Design, Communication Design and Product design). This includes the application of architectural drawing methods, third-angle orthogonal drawing, packaging template design and use of Adobe Illustrator.

Learning Outcomes

On completion of this unit students should be able to:

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

UNIT 3: DESIGN THINKING AND PRA

CODE – 12VC

This unit focuses on:

Analysis and practice in context

- Design industry Practice
- Developing a Brief and Generating Ideas
- Learning Outcomes

On completion of this unit students will be able to:

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

UNIT 4: DESIGN DEVELOPMENT AND PRESENTATION

Area of Study

This unit focuses on:

- Development of design concepts
- Final Presentations
- Evaluation and Explanation - Pitch

Learning Outcomes

On completion of this unit students should be able to:

- Develop distinctly different design concepts for each need and select and refine for each need a concept that satisfies each of the requirements of the brief.
- Produce final visual communications that satisfy the requirements of the brief.
- Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against a brief.

VET studies enable students to gain an industry-recognised qualification whilst they complete their secondary schooling. This gives them a 'head start' in the quest for employment, or advanced standing if they apply to continue their studies in this field after Year 12. For students who undertake a VCE/VET study but choose not to pursue that field in terms of later employment or study, they will have gained a range of workplace and organisational skills that they can apply in other situations.

Whilst undertaking these studies, students generally spend half a day each week at an external venue for classes.

Some of the VCE/VET studies offered provide full credit towards the VCE, like any VCE study, and contribute to the student's ATAR as a fully **scored** VCE study. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study)

Other programs do not have scored assessment in their second year. Students who successfully complete the second year will receive one ATAR increment which is calculated as **10%** of the average of the scaled scores of the student's primary four Unit 3 and Unit 4 VCE studies. In other words, it would count as a fifth or sixth subject in the calculation of the ATAR.

The Salon Assistant and Retail Cosmetics programs are one year programs and will count as Unit 1 and 2, but **will not contribute to the ATAR.**

All other courses are two year programs.

There are administrative costs associated with all VET studies, and the payment of these is the responsibility of the parent or guardian. These fees are required to be paid 'up front' before the end of the 2017 school year. The Education Department subsidises the costs of the VCE/VET studies for all students who will have turned 15 years old by May 1 2018. Students under this age will not be able to elect a VET Program for next year. Even with the subsidies, VET studies still require significant financial commitments from students and their families. In 2017 the charge for VET was \$800 (Equine being \$1600). There may be a slight increase in 2018.

For students who would like to undertake a VET study, they can either choose to begin it during Year 10 or Year 11.

Please speak to the VET coordinator (Mrs Poulos) if you are unsure or you would like some advice.

VET OFFERINGS IN 2018

VET IN THE VCE STUDIES (Scored assessment)

- Certificate III in Community Services
- Certificate II in Dance
- Certificate II in Equine Studies
- Certificate II in Hospitality
- Certificate III in Information, Digital Media and Technology (Games Stream)
- Certificate III in Laboratory Skills
- Certificate III in Screen and Media
- Certificate III in Technical Production (Music Industry)

VET PROGRAM (10% increment)

- Certificate III in Allied Health Assistance (Partial Completion)
- Certificate II in Applied Fashion Design and Technology
- Certificate III in Early Childhood Education & Care (Partial Completion)
- Certificate III in Event Management
- Certificate III in Tourism

VET PROGRAM (Units 1 & 2 contribution only)

- Certificate II in Salon Assistant
- Certificate II in Retail Cosmetics

Some of the above certificates can be gained after the completion of one year (Units 1 & 2). Refer to each study for details. Students generally cannot undertake a VCE/VET study at Unit 3 & 4 level unless Units 1 & 2 have been successfully completed. Even though the above VET/VCE studies and VET programs have two year durations, students are not obliged to complete the full program and may decide to discontinue after the first year.

VET APPLICATION FORM: As well as completing the student program selection sheet, the VET application form also needs to be submitted by students wishing to undertake a VET study.

VET is only available to students 15 years and older as at 1 May, 2018

CERTIFICATE III IN ALLIED HEALTH ASSISTANCE

(PARTIAL COMPLETION*)

CODE - VEAH

AIMS

- Provide students with the knowledge and skills to achieve competencies in the allied health industry as an assistant in areas such as physiotherapy and occupational therapy. Electives in this program will be focussed on the physiotherapy field.
- Enable students to gain a recognised credential (Certificate III in Allied Health Assistance) and make a more informed choice of vocational and career paths.

This course is for you if you want to work in the health care sector but do not want to do nursing. It offers a generic qualification that covers a range of work functions, including providing therapeutic and program related support to allied health professionals, example physiotherapists. During the course you will learn about the support services provided to all age groups requiring assistance with physiotherapy programs, This course is suitable if you have an interest in health assistant work in acute care, aged care and community settings, and working with staff and clients of all ages.

Delivery of the course will be through a mixture of online activities, lectures, tutorials and laboratories. Laboratories will take place in a state of the art allied health laboratory and a community apartment. Students will learn through role plays, simulations and project work. **Students are required to undertake a total of 40 hours of work placement each year**, which can be undertaken in a variety of health care settings including medical, sub-acute, acute, community and rehabilitation areas.

Year 1

- Contribute to effective workplace relationships
- Organise workplace information
- Interpret and apply medical terminology appropriately
- Apply the principles of confidentiality, privacy and security within a medical environment
- Maintain high standard of client service
- Assist with client movement
- Communicate and work effectively in health
- Comply with infection control policies and procedures
- Participate in WHS processes

Year 2

- Assist with an allied health program
- Recognise healthy body systems in a health care context
- Apply first aid
- Deliver and monitor a client-specific exercise program
- Assist with physiotherapy treatments and interventions
- Deliver and monitor exercise programs for mobility

This study is offered in conjunction with Holmesglen Institute of TAFE, Moorabbin Campus. Students will attend Holmesglen for one half day per week.

This program is not a scored study. Students who successfully complete the unit 3–4 sequence will receive one ATAR increment which is calculated as 10% of the average of the scaled scores of the student's primary four VCE studies.

Costs: The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for this course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

This program will appeal to students who are looking to future employment in the allied health fields, particularly in physiotherapy. Students may continue on to higher qualifications in this, and related fields.

** Students will be required to undertake some units after the completion of their VCE course if they wish to receive the full qualification.*

AIMS

- Provide students with the knowledge and skills to achieve competencies that will enhance employment prospects in the clothing or clothing related industries.
- Provide students with the knowledge and skills that will enhance tertiary selection in clothing and related courses.
- Enable students to gain a recognised credential and make a more informed choice of vocational and career paths.

Units 1 & 2

- Follow defined OHS policies and procedures
- Apply quality standards
- Use a sewing machine
- Design and produce a simple garment
- Identify design process for fashion designs
- Sew components
- Modify patterns to create basic styles
- Draw and interpret a basic sketch
- Operate computing technology in a textiles, clothing and footwear workplace, or
- Work in the textiles, clothing and footwear industry

Units 3 & 4

- Participate in environmentally sustainable work practices
- Identify fabric performance and handling requirements
- Prepare and produce sewn garment
- Prepare design concept for a simple garment
- Identify fabrics and fibres
- Develop patterns from a block using basic patternmaking principles
- Draw a trade drawing for fashion design
- Organise and plan own work to achieve planned outcomes
- Interpret patterns and apply pattern information
- Assist in preparation of preliminary design concepts

This program is offered in conjunction with Youth Connect at Sandringham Secondary College.

Forty hours of work placement are required over the duration of the program. Work placements can take place in a variety of industry areas including clothing manufacturing, dressmaking, costume design and clothing/fabric retail.

This program is not a scored study. Students who successfully complete the unit 3–4 sequence will receive one ATAR increment which is calculated as 10% of the average of the scaled scores of the student's primary four VCE studies.

Costs: The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for this course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

This program will appeal to students who are looking to future employment in the clothing or clothing-related industries. Students may continue on to higher qualifications in this, and related fields

AIMS

- Provide access to a range of potential career paths within the community services industry.
- Provide training and skill development for the achievement of competence in areas such as casework, community development and advocacy. Students will undertake studies in aged care, disabilities and children's services

Units 1 & 2

- Prepare for work in the community services industry
- Communicate with people accessing the services of the organisation
- Follow the organisation's policies, procedures and programs
- Work with others
- Participate in OHS processes
- Apply First Aid
- Support the development of children
- Identify and address specific client needs
- Support the activities of existing groups

Units 3 & 4

- Work effectively in the leisure and health industry
- Undertake community sector work within own community
- Advocate for clients
- Operate under a casework framework
- And two elective units related to either children's services or community services

This study involves term blocks of accredited training focusing on the areas of childcare, disabilities and aged care. Students will also undertake a Level 2 First Aid certificate.

This study is offered in conjunction with Holmesglen Institute of TAFE, Moorabbin Campus where students will attend one half day per week.

This program is a scored study

Costs: The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for this course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

The community services industry provides a wide range of human services: specialised and acute care services and community-based services that focus on promotion of good health practices. This program provides entry-level training for the community work sector of the industry and will appeal to students who are looking to future employment in the community services industry. Many of these students will continue on to higher qualifications in areas such as aged care, community work, alcohol and other drugs, child protection/justice/statutory supervision, children's services, disability work, mental health work and youth work.

CERTIFICATE II IN DANCE

CODE - VEDA

Students who undertake this subject must have past experience in dance and should be enrolled in dance classes outside of school. It is recommended that students have three to four years dance and/or movement experience.

Certificate II in Dance is suitable for students who are interested in pursuing a career in the dance industry.

Upon successful completion of the course, students will gain a Certificate II in Dance and a study score towards their ATAR.

Throughout the two year course, students participate in regular technique classes (in a range of selected styles) and dance conditioning classes.

Students work with industry guest choreographers and mentors, perform at our annual dance showcase and at a range of other gigs and performances throughout the year.

Students study nutrition, anatomy and physiology. They learn to work with others and about establishing a career in the creative arts industry.

Students study and practice audition techniques, research dance history, and develop a professional dance CV.

This program is a scored study.

This study is delivered at Sandringham Secondary College.

Costs: The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for this course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

(PARTIAL COMPLETION*)

CODE - VEEC

This course offers you the opportunity to acquire a wide range of skills in the education and care of children. You will learn how to provide a safe and healthy environment for children, how to facilitate children's play experiences and foster their development.

As part of the course you will be required to undertake a number of days of field placement in an early childhood setting.

Graduates may work under direct supervision and, in some settings, may also have limited supervisory responsibilities of volunteers.

This is a two (2) year course.

CORE units (sample)

- Develop positive and respectful relationships with children
- Develop cultural competence
- Ensure the health and safety of children
- Provide care for babies and toddlers
- Identify and respond to children and young people at risk
- Promote and provide healthy food and drinks
- Provide an emergency first aid response in an education and care setting

This study is offered in conjunction with Holmesglen Institute of TAFE, Moorabbin Campus. Students will attend Holmesglen for one half day per week.

This program is not a scored study. Students who successfully complete the Unit 3 & 4 sequence will receive one ATAR increment which is calculated as 10% of the average of the scaled scores of the student's primary four VCE studies.

Costs: The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the VET charge was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

This program will appeal to students who are looking to future employment in the early childhood education sector, as an early childhood educator, nanny, out-of-school age care or a recreation assistant.

***Students will be required to undertake some units after the completion of their VCE course if they wish to receive the full qualification.**

CERTIFICATE II IN ENGINEERING STUDIES

(TECHICAL STREAM*)

CODE - VEES

Engineers are interested in how things work and are employed to design, invent, create, maintain and improve everything from buildings to bridges and aeroplanes, to plastics and computers. This course aims to provide pre-employment training and pathways in the engineering manufacturing or related industries and accommodate entry into the wider engineering industry. It will provide you with a range of engineering skills such as Computer aided design 2D and 3D, Design principals, fabrication techniques and the use of hand and power of tools.

The course is designed to give you the technical knowledge and skills to design and create 3D engineering models using cutting edge software such AutoCAD and Inventor. As a student you will also be eligible to download the software for free. The course also gives you a balance of practical engineering skills to give you hands on experience on relevant engineering equipment such as a computer controlled plasma cutter, relevant machines and equipment.

Year 1

- Apply Principles Of Occupational Health And Safety In The Work Environment
- Organise and Communicate Information
- Interact With Computing Technology
- Use Hand Tools
- Use Power Tools/Hand Held Operations
- Develop an Individual Career Plan for the Engineering Industry
- Produce basic engineering graphics
- Create engineering drawings using computer aided systems

Year 2

- Perform Computations
- Participate in Environmentally Sustainable Work Practices
- Produce Basic Engineering Sketches and Drawings
- Handle Engineering Materials
- Apply 5S Procedures
- Assist with the design of a basic mechanical system

This study is offered in conjunction with Holmesglen Institute of TAFE, Moorabbin Campus where students will attend two half days per week. (TBC)

This program is a scored study

The course is a pathway to the MEM40105 Certificate IV in Engineering which can lead to employment as a junior draftsman. Holmesglen receives numerous enquiries from employers as demand exceeds supply in this field.

The course is also a pathway to university as it gives you an introduction to engineering degree programs by giving you the technical knowledge and a range of skills for relevant engineering fields.

***This course will only be offered subject to demand**

Certificate II in Equine Studies is designed to prepare secondary students for entry into the equine or equine related industries. Subjects involve a combination of theory and practice training, practical placement and workshops with key industry presenters, supplementing the exposure of students to the industry and creating important industry contacts. This course has a scored assessment.

AIMS

- Enable students to gain a recognised credential and make a more informed choice of vocational and career paths
- Increase the ease of articulation into higher TAFE and tertiary horse-related courses
- Prepare students to work in the horse industry

Year 1

- Work safely in an Equine Organisation
- Handle Horses
- Provide Daily Care for Horses
- Work Effectively in the Industry
- Equine Anatomy
- Provide Basic Emergency Life Support
- Demonstrate basic horse riding or driving skills
- Assist in the preparation of a horse for an event

Year 2

- Implement horse health and welfare practices
- Implement and monitor a horse feeding program
- Relate equine form and function
- Equine physiology

This program is delivered by Box Hill Institute, City Campus where students will attend Wednesdays 2pm to 5.30pm.

1st year will have six full day practical classes for the year (one in Terms 1 & 4 and two in Terms 2 & 3)

2nd year will have three full day practical classes (one in Term 2 and two in Term 3) and two afternoon sessions out at Box Hill Institute which will start at 3pm to allow time for travel. Practical classes will be held at an accredited Practical Training Venue. **Students will also be required to complete 40 hours of work placement in Year 1.**

Students seeking to enrol in a Box Hill Institute VETiS course are required to attend a compulsory information session in Term 4 2017. Failure to attend may jeopardise a student's application for enrolment.

This program is a scored study.

Costs: The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for this course was \$1600. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

This program would suit a student wishing to ultimately gain employment in the horse industry. Students may also wish to gain a higher qualification in areas such as stud hand/manager, farrier, equine dentistry, animal health, veterinary science, trainer, stable hand, and track rider. Other possibilities could include combining with another career area such as equine clothing, equine photography, mounted police, event management, equine tourism, equine product sales.

AIMS

- Students will develop the skills required to assist in the coordination of events
- Enable students to gain a recognised credential and make a more informed choice of vocational and career paths
- Provide students with the knowledge and skills that will enhance selection in event management and related courses.

Both years will include industry guest speakers and various excursions and site inspections.

Year 1

The main concept for Units 1 & 2 will be based on students developing a theme for an event, sourcing information and finding an appropriate venue.

- Develop and update event industry knowledge
- Follow health, safety and security procedures
- Develop event concepts
- Make presentations
- Access and interpret product information
- Operate an online information system
- Source and provide Australian destination information and advice
- Select event venues and sites

Year 2

Units 3 & 4 will involve the organising and the running of an event.

- Provide event staging support
- Work in a socially-diverse environment
- Perform office procedures
- Create electronic presentations
- Provide venue information and assistance
- Organise in-house events or functions
- Produce business documents
- Make presentations

This study is offered in conjunction with Holmesglen Institute of TAFE, Moorabbin Campus. Students will attend Holmesglen for one half-day per week.

This program is not a scored study. Students who successfully complete the two year sequence will receive one ATAR increment which is calculated as 10% of the average of the scaled scores of the student's primary four VCE studies.

Costs: The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for this course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

This program will appeal to students who are looking for a future pathway in event management and related industries. Higher qualifications include the Diploma in Event Management. Employment options include wedding planner, international event coordinator, and festival or sporting event coordinator.

AIMS

- Acquire a general overview of the hospitality industry and the career paths within it.
- Provide training and skill development and the opportunity for students to become competent in either the area of commercial cookery or food and beverage service.

Units 1 & 2 – Certificate II in Hospitality

- Workplace Hygiene, Safety & Security
- Hospitality Industry Knowledge
- Workplace Communications Introductory Cookery – Prepare simple dishes, Maintain the quality of perishable items, Prepare sandwiches, Use food preparation equipment, Clean kitchen premises and equipment, Produce dishes using basic methods of cookery
- Introductory Food & Beverage Service - Responsible service of alcohol, Use hospitality skills effectively, Provide service to customers, Interact with customers, Show social and cultural sensitivity

Uniforms, Texts and Equipment - Students will be required to purchase a restaurant uniform as well as a prescribed text – approximately \$150. Holmesglen will supply knives and the chef's uniform for kitchen work in this program

On successful completion of the first year students will receive a Food Handlers Certificate or equivalent, Responsible Service of Alcohol certificate and Certificate II in Hospitality.

Units 3 & 4 - Selected Units from Certificate III in Catering Operations

Option 1 – Food & Beverage Stream

This stream delivers enhanced skills and knowledge for the service of food and beverage. Training in this stream will enhance student's competence and develop their skills to the standards of service required in a fine dining establishment.

- Prepare and serve non-alcoholic beverages
- Prepare and serve espresso coffee

Uniforms and Text - Restaurant uniform (the same as year 1) and texts. The cost of the texts is approximately \$40.

Pathways - All students successfully completing this option will have the further option of a guaranteed place in the Diploma of Hospitality leading to the Bachelor of Hospitality Management at Holmesglen

Option 2 – Certificate II in Kitchen Operations

Students selecting this stream will complete units that will enable the conversion of their Certificate II in Hospitality to the Certificate II in Hospitality (Kitchen Operations). This certificate is the direct pathway into formal cookery qualifications. It is regarded as a pre-apprenticeship program.

- Use cookery skills effectively
- Produce appetisers salads
- Produce stocks, sauces and soups
- Produce vegetables, fruit, eggs and farinaceous dishes
- Purchase goods

Equipment and Texts – A tool kit and chef's uniform (approx. cost is \$200)

Pathways – Students have direct entry into the Certificate III in Hospitality (Commercial Cookery) with one semester of credit. Further bridging programs are available into Patisserie and Bakery. Some classes will finish at 10 pm when students are serving in the Holmesglen restaurant.

In Units 3 & 4 classes will run Tuesday from 4pm to 8.30pm and sometimes finish at 10pm when in the restaurant.

This program is a scored study.

This program is offered in conjunction with Holmesglen Institute of TAFE, Moorabbin campus.

Costs: The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for this course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

This program will appeal to students who are looking to future employment in the hospitality sector in either commercial cookery or the area of food and beverage service. Many of these students will continue on to higher qualifications in this, and related fields.

CERTIFICATE III IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

(GAMES STREAM)

CODE - VEIT

This course provides you with the skills and knowledge to be competent in introductory game design and development, which will offer you an excellent pathway into the gaming field.

Jobs are available across a wide range of game development areas, including game art, game programming, game animation, game testing and technical support. During the course, you will produce a basic portfolio of work to show to potential employers.

ELECTIVES

- Apply simple modelling techniques
- Design and apply simple textures to digital art
- Review and apply the principles of animation
- Operate application software packages
- Build a graphical user interface
- Create 2D digital animations
- Maintain equipment and software
- Install, configure and secure a small office or home office network
- Create 3D digital animations
- Create user documentation
- Provide ICT advice to clients

This program is a scored study.

This program is offered in conjunction with Holmesglen Institute of TAFE, Moorabbin campus.

Costs: The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for a VET course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

After successful completion of the two year program, students will qualify for a Certificate III in Information, Digital Media and Technology.

This program is suitable if you are looking for an opportunity as an intern in a gaming company.

During this course, you can complement and expand your scientific studies by gaining the practical skills and knowledge to assist in collecting and preparing samples and to carry out, measure and record results of experiments in the physical, chemical, biological or life sciences. You will learn skills in maintaining a laboratory, routine sampling and testing, recording data, and using laboratory computing programs. You will also learn how to prepare cultures, perform sterile techniques and assist with field work. This course will be undertaken in the new state-of-the-art laboratories at Holmesglen Chadstone where you will have access to equipment that can usually only be found in a technical setting.

UNITS

- Communicate with other people
- Record and present data
- Participate in laboratory/ field workplace safety
- Plan and conduct laboratory/ field work
- Maintain the laboratory fit for purpose
- Contribute to the achievement of quality objectives
- Perform aseptic techniques
- Prepare working solutions
- Participate in environmentally sustainable work practices
- Perform basic test
- Perform microscopic examinations
- Receive and prepare samples for testing

This program is a scored study

This study is offered in conjunction with Holmesglen Institute of TAFE, Moorabbin Campus. Students will attend Holmesglen for one half-day per week.

Costs: The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for a VET course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

This course is suitable if you have an interest in biological testing, biotechnology, chemical testing, environmental monitoring, food testing and pathology testing. Students contemplating engineering or science pathways like scientific research, biomedical science, chemical engineering, or similar will also benefit from the practical skills gained in this course.

CERTIFICATE II IN RETAIL COSMETICS

CODE - VEMA

This one year program is designed as a gateway to the makeup industry and includes a comprehensive make-up and skin-care kit, which includes professional industry based products. This program is ideal for students wanting to pursue a career as an in-store cosmetics consultant.

The program focuses on developing job-specific skills in demonstrating retail skin-care products and designing and applying make-up. You'll also receive training in customer service, financial transactions and other retail service skills.

Core Units

- Apply safe working practices
- Organise and maintain work area
- Design and apply make-up
- Communicate in the workplace
- Work effectively in a retail environment
- Demonstrate retail skin care products
- Merchandise products
- Recommend hair, beauty and cosmetic products and services
- Sell products and services
- Conduct financial transactions
- Provide service to clients
- Perform stock control procedures
- Minimise theft
- Design and apply make-up for photography
- Create a display

Only credit at Unit 1 & Unit 2 level is available.

There is no ATAR contribution.

Please note this is a one year program and cannot be taken at Year 12.

Training is delivered at South Oakleigh Secondary College.

Students will also be required to complete 40 hours of work placement.

Pathways

- Certificate III in Beauty Services
- Certificate IV in Beauty Therapy
- Diploma of Beauty Therapy

Costs: The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for this course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

Career opportunities: Makeup Artist, Retail Cosmetic Consultant, Beauty Therapist, Retail Cosmetic Manager.

This program is designed for students wanting to pursue a career in hairdressing. This introductory course will give students the skills to begin work as an apprentice hairdresser and prepare them with the knowledge and skills required for gaining work in the hairdressing industry.

Core Units

- Communicate in the workplace
- Work effectively in a retail environment
- Participate in environmentally sustainable work practices
- Apply salon safety procedures
- Dry hair to shape
- Greet and prepare clients for salon services
- Maintain and organise tools, equipment and work areas
- Perform shampoo and basin services
- Merchandise products
- Recommend hair, beauty and cosmetic products and services
- Sell products and services
- Apply hair braiding techniques
- Apply hair colour products

Only credit at Unit 1 & Unit 2 level is available.

There is no ATAR contribution.

Please note this is a one year program and cannot be taken at Year 12.

Training is delivered in a fully equipped hairdressing salon located at South Oakleigh Secondary College. Students will also be required to complete forty hours of work placement in Hairdressing.

Students will explore the theoretical and practical skills required to begin work in the industry, learning essentials such as maintaining a clean and efficient work environment, maintenance of tool and equipment, safety in the workplace and how to communicate effectively with those around you. All aspects of dealing with clients are covered, from how to receive and direct bookings, greeting clients and preparation of clients for salon services. Students will become proficient in shampooing, application and removal of both temporary and permanent colour. All elements of blow – waving, hair straightening and single, double, and triple strand braiding are covered. Students will also learn basic business skills, stock control, displaying merchandise and recommending hair, beauty and cosmetic products and services. The learning experience is enhanced with organised incursions from industry experts and live models. Students will be provided with a kit comprising of hairdressing equipment, course books and work books. Students will be supplied with a polo top to be worn to class as uniform specific for this course.

Costs: The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for this course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

AIMS

- Provide students with the knowledge and skills to achieve competencies that will enhance their employment prospects in the media and media-related industries.
- Enable students to gain a recognised credential and make a more informed choice of vocational and career paths.

The course will provide participants with skills and knowledge in the following areas of multimedia - Visual Design, Writing for a range of Media, Interaction Sequence Authoring, 2D Animation and Exploration of Design Processes. Commencing in Year 11, students will progressively build their skills in multimedia production and design, both technically and creatively.

Using industry standard Adobe software, Photoshop, Illustrator, Dreamweaver, Flash, InDesign and Premiere, students will graduate with a folio of work. This includes collages of Photoshop and Illustrator designs, a portfolio website, iPad game and graphic user interface design, a website containing video, 2D animated character development and interactive sequences.

Units 1 & 2

- Develop and extend critical and creative thinking skills
- Follow a design process
- Participate in OHS processes
- Maintain interactive content
- Produce and prepare photo images
- Work effectively in the screen and media industries
- Collect and organise content for broadcast or publication

Units 3 & 4

- Create 2D digital animations
- Write content for a range of media
- Explore and apply the creative design process to 2D forms
- Author interactive sequences
- Prepare video assets
- Create visual design components

This study is offered in conjunction with Holmesglen Institute of TAFE, Moorabbin Campus. Students will attend Holmesglen for one half-day per week.

This program is a scored study

Costs: The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for this course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

This program will appeal to students who are looking to future employment in job roles such as community radio or television production, editing and interactive media author. Many of these students will continue on to higher qualifications in this, and related fields.

CERTIFICATE III IN TECHNICAL PRODUCTION

(MUSIC INDUSTRY)

CODE - VETP

AIMS

- This course is about making music as much as just working with technical equipment and a great way for budding musicians of all kinds to get their head around music technology and the industry.
- Provides students with the practical skills and knowledge to record, mix and edit sound sources.
- Provides the grounding upon which higher level certificates are based.

Amongst other things, the course will provide participants with skills and knowledge to be able to:

- Create loops, program beats, and develop skills for producing music with technology
- Learn to setup, record and mix multi-track productions
- Learn how to create great live sound for bands, theatre and events

Units 1 & 2

- Work effectively with others
- Manage own work and learning
- Source and apply entertainment industry knowledge
- Follow occupational health and safety procedures
- Implement copyright arrangements
- Perform basic sound editing
- Assist with sound recordings
- Compose simple songs or musical pieces
- Operate professional audio equipment
- Incorporate music technology into performance

Units 3 & 4

- Provide sound reinforcement
- Record and mix a basic music demo
- Apply a general knowledge of audio to work activities
- Select and manage microphone and other audio input sources
- Set up and disassemble audio equipment

This study is offered in conjunction with Youth Connect at Sandringham Secondary College.

This program is a scored study

Costs: The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for this course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

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

AIMS

- One of the major goals of the Tourism program is to provide a real insight into the travel and tourism industry. This will enable students to make an informed career choice at the completion of Year 12.
- This two year course will provide an entry level qualification into the tourism industry and provide an insight into the skills and qualifications required to progress in the industry.
- Provide students with a pathway into a Certificate IV in Tourism or Diploma in Tourism

The Holmesglen tourism course has a very “hands on” approach to learning about the tourism industry. Students in both years will have the opportunity to use the latest tourism industry technology in a simulated tourism office and be trained by travel industry professionals.

Year 1

Throughout the first year of the course the emphasis is on developing knowledge of the tourism industry and learning about the different career paths. Students will research and study Australian destinations and travel products, and create promotional material.

- Develop and update tourism industry knowledge
- Work with colleagues and customers
- Follow health, safety and security procedures
- Use business technology
- Access and interpret product information
- Operate an online information system
- Source and provide Australian destination information and advice
- Create a promotional stand
- Make presentations

Please note: completion of Year 1 only will attain a statement of results for the units successfully completed. To obtain the Certificate III in Tourism, both years must be completed successfully.

Year 2

The second year of the program focuses more on travel agency operations and international destinations. Students will learn about domestic airfares and the basics of making bookings using the same reservations system used by Qantas and British Airways. Part of the program will involve participating in an Holmesglen international travel show. A major feature of the second year is the optional trip (additional fee) to the Gold Coast to explore the tourism industry in Queensland and the operations of a theme park

- Work in a socially diverse environment
- Provide visitor information
- Construct domestic airfares
- Sell tourism products and services
- Prepare quotations
- Process travel-related documentation
- Source and provide international destination information and advice
- Create electronic presentations

This study is offered in conjunction with Holmesglen Institute of TAFE, Moorabbin Campus. Students will attend Holmesglen for one half-day per week.

This program is not a scored study. Students who successfully complete the Unit 3 & 4 sequence will receive one ATAR increment which is calculated as 10% of the average of the scaled scores of the student’s primary four VCE studies.

Costs: The actual cost for this course is over and above educational items and an additional cost applies. In 2017 the charge for this course was \$800. There may be a slight increase in 2018.

Families will be notified of the actual costs in November. All net fees must be met by the student/parent/guardian in December in order to secure a position.

This program will appeal to students who are looking for a future pathway in the travel and/or tourism industry. Higher qualifications include the Certificate IV in Tourism and the Diploma of Tourism. Some of the employment options include retail travel consultant, reservations agent for an airline or wholesaler, tour guide, or theme park or attraction attendant.

VET APPLICATION FORM

(Use this form as your record. Please submit coloured form provided.)

CONDITIONS OF ENROLMENT:

- Please refer to the VCE Handbook entries for each VET study. Costs are included as an indication only.
- All VET studies are subject to changes in costs, training packages and student numbers.
- As a VET student representing Mentone Girls' Secondary College, it is expected that behaviour will be in a manner that reflects the values and standards of our college. Appropriate behaviour is expected when travelling to and from, as well as at the VET venue.
- The College reserves the right to review a student's participation in VET should her behaviour be brought into question. Withdrawal from a VET study would result in the forfeiting of VET payments
- The charges by training providers and the extent of the Department of Education's subsidy (if applicable) will not be known until November. Actual costs will then be advised to parents by early December, at which time you will be able to withdraw your daughter from the VET study if you wish. However, it will need to be realised that the choice of available electives/VCE units could be very limited in December.
- **Payment will be required before the end of 2017 for all students accepted into VET programs for 2018. Families will be sent an invoice (by early December) once exact costs are known.**
- Students enrolled in VET studies will generally need to travel from our College to the site of the VET program, or occasionally to excursion locations. Students will not be accompanied by a teacher during this travel. In addition, students will be dismissed from the venue at the end of the activity and will need to organise their own way home.
- VET students will have occasions when they will not have a timetabled class at school (because a week's worth of VET classes is completed each Wednesday). VET students will not be required at school when they do not have a scheduled class at the start or end of the school day.
- I understand that I will be notified as soon as possible in the event of illness or accident to my child, but where it is impracticable to communicate with me I authorise the person in charge (or his/her nominee) at the external provider to administer first aid to my daughter, and consent to my daughter receiving such medical and surgical treatment (including the administration of an anaesthetic) as may be deemed necessary by a legally qualified medical practitioner. I accept full responsibility for the payment of fees incurred should my daughter require such treatment.
- **I have attached details of any known medical condition** which may affect my daughter and any current or recent medication or treatment relating to my daughter or that may be relevant.
- I will alert the school and the external provider if there are any changes to the attached details or if I become aware of circumstances which raise concerns as to the safety of my daughter participating in this program.

Rebecca Poulos
Career and Pathways Manager

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I,(parent/guardian) give permission for

.....(print student name) to undertake the VET Program in

I have read all of the conditions explained above with regards to attendance, behaviour, payment and medical details. I have attached details of any known medical condition which may affect my daughter and any current or recent medication or treatment that may be relevant. I agree to pay all VET costs before the end of this year.

Parent Signature:..... Date:.....

Student Signature..... Date:.....

(Use this form as your record. Please submit coloured form provided.)

MGSC VCE STUDENT PROGRAM: YEAR 11 2018

NAME:

CURRENT FORM:

10 ____

I intend returning to MGSC in 2018

YES

NO*

UNSURE*

If NO or UNSURE please indicate reason _____

Please ask your Maths and English teachers to recommend Maths and English subjects you could consider studying in 2018. (More than one can be circled.)

Maths Recommendations

GMA

MMD

SMA

Maths teacher's signature

English Recommendations

ENG

ELA

LIT

English teacher's signature

VCE or VET UNIT studied in Year 10 2017

Course(s)/Careers (if any) being considered at this stage: _____

I have checked tertiary prerequisites (VICTER 2018) for courses that interest me

YES/NO

REFER TO THE VCE HANDBOOK FOR UNIT CODES AND WRITE THEM IN PREFERENCE ORDER BELOW

YOU MUST INCLUDE AT LEAST ONE ENGLISH STUDY IN YOUR FIRST 6 PREFERENCES

YOU MAY INCLUDE ONE UNIT 3 ACCELERATION SELECTION IN YOUR FIRST 6. (INCLUDE APPLICATION FORM)

MY VCE PROGRAM

	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
	pref	pref	pref	pref	pref	pref	pref	pref
Year 11 2018	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Proposed Program 2019	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	The 2018 program is a guide only and is in no way binding.		

I am applying for Acceleration (attach your application form and a complete copy of your midyear report)

YES/NO

I am applying for VET (attach your VET application form)

YES/NO

I approve my daughter's subject selection for 2018

PARENT'S SIGNATURE:

DATE:

STUDENT'S SIGNATURE

DATE:

Now you must go to the online site with your access code and select your preferences for 2018. Bring the signed printout to course counselling on **Friday 4 August**. It will be possible to make adjustments to your selections on this day if required.

ALL COMPLETED FORMS MUST BE RETURNED TO YOUR COURSE COUNSELLOR NO LATER THAN FRIDAY 4 AUGUST 2017. LATE SUBMISSIONS HAVE LOWER PRIORITY.

(Use this form as your record. Please submit coloured form provided.)

MGSC VCE STUDENT PROGRAM: YEAR 12 2018

NAME:

CURRENT FORM:

11

I intend returning to MGSC in 2018 YES

NO*

UNSURE*

*If NO or UNSURE please indicate reason _____

Please ask your Maths & English teachers to recommend Maths & English subjects you could consider studying in 2018. (More than one can be circled)

Maths Recommendations

GMA

MMD

SMA

Maths teacher's signature _____

English Recommendations

ENG

ELA

LIT

English teacher's signature _____

Course(s)/Careers (if any) being considered at this stage: _____

I have checked tertiary prerequisites (VICTER 2018) for courses that interest me.

YES/NO

Please discuss your course with Ms Poulos if you have any concerns or questions.

REFER TO THE VCE HANDBOOK FOR UNIT CODES

YOU MUST ENSURE YOU HAVE INCLUDED AT LEAST ONE ENGLISH IN YOUR FIRST 5 PREFERENCES

If you have selected a subject not previously studied you must have the Unit code initialled by the Unit 3 & 4 teacher

MY VCE PROGRAM

	Subject studied this year							
Year 11 2017	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
	pref	pref	pref	pref	pref	pref	pref	pref
Selections for 2018	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	study	<input type="checkbox"/>	<input type="checkbox"/>

Are you choosing a different Maths from that which has been recommended?

YES/NO

Are you intending to drop Maths altogether?

YES/NO

Are you intending to drop Physics or Chemistry?

YES/NO

If YES to any of the above questions you need to see Ms Poulos to discuss implications & get her signature.

MS POULOS SIGNATURE

I am applying to continue with a VET study commenced this year and have attached my application form.

YES/NO/NA

I have noted the above selections and approve my daughter's choices

PARENT'S SIGNATURE: _____

DATE: _____

STUDENT'S SIGNATURE: _____

DATE: _____

Printout is to be signed by you and your parent & stapled to this form.

Now you must go to the online site with your access code and select your preferences for 2018.

The preferences must be the same as shown on this form.

ALL COMPLETED FORMS MUST BE RETURNED TO THE VCE OFFICE NO LATER THAN

FRIDAY 4 AUGUST 2017. LATE SUBMISSIONS HAVE LOWER PRIORITY.

ACCELERATED STUDIES APPLICATION

To undertake an accelerated study, that is a Unit 3 study whilst in Year 11, you are required to be highly motivated and well organised. The experience will introduce you to the formality of SACs (and SATs in Arts and Technology) run by your teachers throughout the year. You will also sit at least one external exam or perhaps two, depending on the study and you will sit for the GAT in June. The score you receive for your study will contribute to your ATAR score at the end of Year 12. Not all studies are available for acceleration. (Refer to page 6 of VCE Handbook)

Name:(Please print)

Please indicate which study you would like to accelerate in:

If it is not possible to place you in this study please indicate if you have a second preference for acceleration.

Are you undertaking an acceleration study in Year 10? NO YES

If **YES**, which study?

Please indicate **why** you want to accelerate and what you understand a commitment to an accelerated study will mean for you?

.....
.....

Teacher's endorsement (relevant classroom teacher). Please comment on student's readiness to undertake an accelerated study.

.....
..... SIGNATURE

If you wish to accelerate in a subject that you have not completed as Units 1 & 2 sequence this year, please discuss your application with a Units 3 & 4 teacher of that subject.

SUBJECT TEACHER'S SIGNATURE.....

A photocopy of your **complete** mid-year report is required before you will be considered for acceleration
Please confirm you have stapled a copy of your mid-year report to your application by ticking this box.

STUDENT'S NAME SIGNATURE

PARENT'S ENDORSEMENT

Please note Year 12 students have priority in Unit 3 & 4 studies.

NOTE: THE COMPLETED FORM MUST BE RETURNED TO YOUR COURSE COUNSELLOR BY FRIDAY 4 AUGUST 2017. LATE SUBMISSIONS HAVE LOWER PRIORITY.