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## Subject Content Outlines

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To Parents and Students,

This booklet exists to assist you in the process of making informed decisions regarding the many choices available for Year 11 and 12 students at Chairo in 2017. As a school, we are blessed with experienced and enthusiastic teaching staff members who want the best for their students and are dedicated to delivering the finest educational program possible.

Please do not hesitate to contact ourselves, the Head of Senior School, VCE Coordinator and the VCAL Coordinator, or individual subject teachers if you require information regarding specific subject content or requirements. We are here to help.

It is important to consider a range of subjects and pathways of potential interest. In providing subject preferences, it is important to note that the school makes every attempt to meet all student preferences but this may not be possible due to timetabling requirements. Think carefully about the order of your preferences.

Students find Year 11 and 12 at Chairo to be productive and enjoyable. They develop lasting friendships with other students and staff members through shared endeavours, sports, camps and other extra-curricular activities. The role of senior students within our school community is strategic, and their leadership and loyalty is highly valued. It is expected that all students uphold the values of this school and contribute positively to community life.

Extra copies of all forms included in this booklet will be available from Student Reception.

We encourage students to determine that their final stage of secondary education at Chairo will be one that they look back on with fondness and satisfaction at having ‘finished well.’

John Presant  
Head of Senior School

Lacy Biggs  
VCE Coordinator

Wendy Taylor  
VCAL Coordinator
VCE COURSE REQUIREMENTS

The VCE (Victorian Certificate of Education) is normally completed by students over a minimum of two years. The Victorian Curriculum Assessment Authority (VCAA) is the government authority responsible for the administration of the VCE and each student’s program must be approved by this authority.

Each subject in the VCE is divided into four semester length units. Units 1 and 2 are normally taken at Year 11 level and Units 3 and 4 at Year 12 level. The Extension Program allows Year 11 students to undertake a Unit 3 and 4 sequence. Students must demonstrate an aptitude for these subject areas before permission is granted. A student will generally study only one extension subject. Units 3 and 4 must be studied as a sequence. Each student’s two-year program of study normally comprises 24 units of work. To successfully complete the requirements for the VCE, students must achieve satisfactory completion of a total of not less than 16 units, which must include:

- Three of the four units of English, English Literature or English as a Second Language (ESL).
- Three sequences of Units 3 and 4 studies other than English or ESL.
- In order to obtain a study score Units 3 and 4 must be completed in a sequence

At Chairo, Year 11 students are expected to take 12 units of study (6 subjects) of which English Units 1 and 2 are compulsory.

Year 12 students are expected to take 10 units of study (5 subjects) of which English Units 3 and 4 are compulsory (i.e. students should choose one subject from 5 of the 6 timetable blocks).

Variations may occur due to exceptional circumstances.

Listed on the following pages of this booklet are the VCE studies on offer to students at Chairo Christian School. Please note: some subjects that are able to be selected as a preference may not run if insufficient number of students select them. A written description of what each unit involves follows in this handbook to assist students in the process of making appropriate choices. Students will need to select the required number of subjects: Year 12 (5 subjects) or Year 11 (6 subjects).

Students are expected to purchase textbooks as required by their subjects. Any additional costs to the subject is listed.

NOTE: At Chairo Christian School we require Year 12 students to do at least 4 x Unit 3/4 sequences other than English (i.e. 5 Unit 3/4 sequences) as we believe students should have a "safety margin" in their program. Also, up to 6 Unit 3/4 sequences can contribute to the ATAR. The "normal" workload of a student will be 24 units over two years with the possibility of extra units available through Extension Subjects. We do not advise selecting any more than two folio subjects, for example: Media, Studio Arts, Visual Communication & Design.
ACCELERATED PROGRAM

Students in Year 11 have the opportunity to undertake accelerated units, providing they satisfy the entry requirements. Students must apply for permission using the appropriate form provided. Extra copies are available from the VCE Coordinator and Student Reception.

Normally a student at Year 11 level would complete a maximum of one 3/4 sequence as an Accelerated Unit.

To be selected for the Accelerated Program, students must satisfy the following conditions:

- Previous performances in this subject (or related) areas have been consistently high, indicating potential for further success;
- Have demonstrated a positive attitude and approach to studies in this area;
- Have discussed this application with parents/guardians who have signed the application form;
- Have attended a selection interview with the designated subject teacher and/or co-ordinator as required.

However, the value of this program depends on the readiness of the student to undertake these units. This is why a selection process operates in order to ensure that the candidate has a real likelihood of experiencing success.
VOCArIONAL EDUCATION AND TRAINING (VET) IN SCHOOLS

Students who complete all or part of a nationally recognised vocational education and training qualification can receive credit towards satisfactory completion of the VCE and/or VCAL. VCAA–approved VCE VET programs have Unit 1 – 4 recognition within the VCE. Other nationally recognised qualifications may receive credit through an arrangement called Block Credit Recognition.

The involvement of Chairo in the local “VET Cluster” (consisting of Secondary Schools in West Gippsland) means that the offerings of VET Certificates are expanded. Chairo is prepared to be an intermediary institution, outsourcing students to various providers. As such, students would study off-campus one day per week (usually a Wednesday).

NOTE: Some courses that are initially offered may not run if there are insufficient student numbers. This decision is made by the individual providers.

The VET Courses are offered through a range of providers including:

- Apprenticeships Group Australia
- Chisholm Institute
- Community College Gippsland
- Drouin Secondary College
- Federation Training
- GO TAFE (National Centre for Dairy Education Australia)
- Hillcrest Christian School

VET courses are offered in the following areas:

- Animal Studies
- Automotive
- Beauty
- Building and Construction
- Business
- Christian Ministry and Theology (Vetamorphus)
- Community Services
- Electrical
- Engineering
- Health
- Horticulture
- Hospitality
- Information Technology
- Interior Design
- Photography
- Science and Technology
- Sport and Recreation

VET Certificates will incur an additional fee which is currently capped at $1800 per year, the school does not cover this cost. Note however, total actual costs to the school are higher than this but the fee is currently capped at $1800, with the remainder of costs subsidised by the school as well as related government grants.
The Victorian Certificate of Applied Learning (VCAL) is one of the options available to senior secondary students. VCAL gives students practical, hands-on experience related to the workforce, as well as literacy and numeracy skills. Opportunities to develop inter-personal and work related skills also form part of the VCAL program. VCAL is an appropriate pathway for those students who may want to complete apprenticeships after Senior School or undertake further training in the workplace or at TAFE.

The flexibility of VCAL enables students to undertake a study program that reflects their interests and capabilities. Fully accredited modules and units are derived from the following four compulsory strands:

- Literacy and Numeracy Skills
- Work Related Skills
- Industry Specific Skills
- Personal Development Skills

Successful completion of the modules will credit students with a VCAL certificate and a Statement of Results that details the areas of study that have been undertaken.

Chairo Christian School will offer the Intermediate VCAL Certificate (Year 11) and the Senior VCAL Certificate (Year 12). The VCAL program will be offered on-site at the Drouin Campus, but is open for all students who wish to apply.

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<tr>
<th>STRAND</th>
<th>INTERMEDIATE</th>
<th>SENIOR</th>
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<td>Literacy Skills – Senior Reading &amp; Writing</td>
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<td>VCE Foundation English Unit 2</td>
<td>Literacy Skills – Senior Oral Communication</td>
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<tr>
<td>Numeracy Skills</td>
<td>VCE Foundation Maths Unit 1</td>
<td>Numeracy Skills – Senior</td>
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<td>VCE Foundation Maths Unit 2</td>
<td>Advanced Numeracy Skills - Senior</td>
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<td>WRS – Unit 1</td>
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<td>WRS – Intermediate Unit 2</td>
<td>WRS – Unit 2</td>
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<tr>
<td>Personal Development Skills (PDS)</td>
<td>PDS – Intermediate Unit 1</td>
<td>PDS – Senior Unit 1</td>
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<td>PDS – Intermediate Unit 2</td>
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<tr>
<td>Industry Specific Skills</td>
<td>VET Certificate Course</td>
<td>VET Certificate Course</td>
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<tr>
<td>Structured Workplace Learning (SWL)</td>
<td>Work Placement</td>
<td>Work Placement</td>
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**Prerequisites:** None

**Additional Subject Costs:** There may be external costs associated with the VET courses undertaken.

**Time Commitments:** This is a full time course. Students who take part in VCAL at Chairo will spend three days at the Drouin campus and two days off campus completing their Work Placements or VET certificates.
CAREER ADVICE

After reading this booklet and discussing subject choices with staff and parents, students may wish to arrange for an interview with the Career Practitioner. Students are advised to ask the following questions and obtain appropriate answers prior to such interviews:

- Which program best suits me and my future options? VCE or VCAL?
- What requirements must I meet in order to complete my VCE/VCAL?
- What units are available?
- What pre-requisite and recommended studies do I need to undertake for a particular career pathway?
- What advice have I received from parents, teachers, Career Practitioner and friends?
- What units or combinations of units are going to be the most interesting and rewarding?

While the Career Practitioner is available to discuss career options, the onus is on the students to verify details. The Career Practitioner has literature and access to online resources (handbooks and course leaflets) available for students and parents to read. The earlier students begin to think about and plan the options available to them after Year 12, the greater chance they will have of making a realistic and informed decision.

All students are advised to attend Open Days which are organised by tertiary institutions throughout the year. These are an invaluable source of information for students. Information relating to Open Days and Career Expos are regularly brought to the attention of students by the Careers Practitioner and Home Group Teachers.
DISTANCE EDUCATION

Study through the School of Distance Education and the Victorian School of Languages is a service available for students who need to undertake a subject not currently available at Chairo.

The fee is payable at the time of enrolment and is non-refundable after the subject has commenced. In 2016, the fees for the School of Distance Education were $810.00 per subject. The fees for the Victorian School of Languages were $560.00 per language.

Students undertaking studies with either of the Distance Education schools need to be self-motivated and disciplined as this form of study places an enormous amount of organisational responsibility on them.

The Distance Education schools provide opportunities for students to attend seminars pertinent to the area of study. Transportation and supervision of students attending seminars or other activities organised by these schools are the sole responsibility of the parents.
CALCULATING AN ATAR SCORE

The ATAR (Australian Tertiary Admission Rank) is a percentile rank allocated to students based on study scores achieved.

The ATAR (<30 to 99.95) is used by universities and TAFE institutes to select students for their courses.

When calculating the ATAR, after scaling, the study scores used are as follows:

1. English + top three studies (primary four).
2. 10% of any 5th and 6th study undertaken and completed, or VCE VET appropriate subjects.

Scaling by the Victorian Tertiary Admissions Centre (VTAC) affects all subjects and occurs as a reflection of the level of competition in each respective subject. The scaling process is designed to avoid students being advantaged by taking a study that has attracted a higher proportion of less able students, or disadvantaged by taking a study that has attracted a higher proportion of more able students. The scaling of a study should not influence subject choice. Choices should be made on aptitude and enjoyment - these qualities will lead to the achievement of the best possible ATAR score. For more information on scaling, you can visit the VTAC website.

Approved VCE VET Units 3/4 sequences will include scored assessments from which a study score for the sequence will be calculated. These can be considered along with other VCE Unit 3/4 sequences in calculating the ATAR.
SUBJECT PREFERENCE SELECTION PROCESS

In 2016 all course preferences will be completed online via Web Preferences. Each student will receive an e-mail with a personalised login and password. **This will need to be completed by 11:59pm on Friday 29 July.**

At the conclusion of submitting preferences, students need to print their receipt which will need to be signed by parents and student. The receipt is to be submitted to Student Reception.

**No further preferences will be allowed beyond this deadline.**

Any concerns about the Web Preferences process should be directed to Mr John Presant, Head of Senior School.

CHANGES OF COURSE SELECTION

It is the expectation that students will know their subjects for 2017 by the end of Term 3 2016. This allows students to focus on their current studies throughout Term 4, ensuring the most effective delivery of the VCE curriculum and smooth entry into HeadStart.

If for some reason students or parents believe that there is a need to modify subject selection before the start of the 2017 school year; they must make this application for change on the VCE Change of Unit Request Form (a copy of this form can be found at the conclusion of this booklet, or one can be obtained from the VCE Coordinator).
Units 1 & 2

Unit 1: How do living things stay alive?
In this unit students explain what is needed by an organism to stay alive. They are introduced to some of the challenges for organisms in sustaining life. Students examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes in terms of inputs and outputs. Types of adaptations that enhance the organism’s survival in a particular environment are analysed, and the role that homeostatic mechanisms play in maintaining the internal environment is studied. Students consider how the planet’s biodiversity is classified and investigate the factors that affect population growth.

Unit 2: How is continuity of life maintained?
In this unit students focus on asexual and sexual cell reproduction and the transmission of biological information from generation to generation. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They consider the role of genetic knowledge in decision-making about the inheritance of various genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

Unit 3: How do cells maintain life?
The cell is a dynamic system of interacting molecules that define life. An understanding of the workings of the cell enables an appreciation of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.
Unit 4: How does life change and respond to challenges over time?
In this unit 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. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

AREAS OF STUDY

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<td>3. Practical investigation</td>
<td>3. Investigation of an issue</td>
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ASSESSMENT

Units 1 & 2 Satisfactory or Non-Satisfactory

Units 3 & 4 School Assessed Coursework 40%
End-of-year Examination 60%

Prerequisites: Biology Unit 1 is strongly recommended before doing Units 3 & 4.
Units 1 & 2
These units focus on the planning and establishment phases of the life of a business. Activities related to the factors affecting business ideas and the internal and external environments within which businesses operate and the effect these have on planning a business are explored. Specific areas covered include complying with legal requirements, setting up a system of financial record keeping, staffing the business, establishing a customer base and effective marketing.

Units 3 & 4
These units focus on the key processes and issues concerned with managing a business efficiently and effectively and the constant pressure businesses face to adapt and change to meet their objectives. Students consider corporate culture, management styles, management skills and the relationship between each of these. They also study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case studies from the past four years, students evaluate business practice against theory.

AREAS OF STUDY

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<th>Unit 1</th>
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<th>Unit 3</th>
<th>Unit 4</th>
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ASSESSMENT

Units 1 & 2  Satisfactory or Non-Satisfactory
Units 3 & 4  School Assessed Coursework for Unit 3  25%
            School Assessed Coursework for Unit 4  25%
            End of Year Examination  50%

Prerequisites: None
Units 1 & 2

Unit 1: In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students are introduced to quantitative concepts in chemistry including the mole concept.

Unit 2: Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants.

Units 3 & 4

Unit 3: Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. In this context they investigate energy transformations, develop their understanding of stoichiometry, predict and describe redox reactions and apply Faraday's laws to electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They use the principles of equilibrium to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

Unit 4: Students study the ways in which organic structures are represented and named. They interpret data from instrumental analyses of organic compounds and perform volumetric analyses. Students predict the products of reaction pathways and design pathways to produce particular compounds. They investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. A student-designed practical investigation related to energy and/or food is undertaken and the findings are presented in a scientific poster format.
**AREAS OF STUDY**

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<tr>
<th>Unit 1</th>
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<th>Unit 3</th>
<th>Unit 4</th>
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| 1. Elements and the properties of matter  
2. The versatility of non-metals  
3. Research investigation | 1. Interactions between water and other substances  
2. Analysis of substances in water  
3. Practical Investigation | 1. Options for energy production  
2. Optimising the yield of chemical products | 1. The diversity of carbon compounds  
2. The chemistry of food  
3. Practical investigation |

**ASSESSMENT**

**Units 1 & 2** Satisfactory or Non-Satisfactory

**Units 3 & 4**
- School Assessed Coursework Unit 3  16%
- School Assessed Coursework Unit 4  24%
- End-of-year Examination (Unit 3 & 4)  60%

**Prerequisites:** a solid pass in Year 10 Science and Maths

**Sequence Requirements:** Students entering Unit 3 without Units 1 and 2 will be required to undertake a course of preparatory reading and exercises as prescribed by their teachers.
Units 1 & 2 - COMPUTING

Unit 1: Computing
In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

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. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

Units 3 & 4 SOFTWARE DEVELOPMENT

Unit 3: In Software development Units 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules.

Unit 4: In Unit 4 students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3.
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<th>Unit 3</th>
<th>Unit 4</th>
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| Computing  
See Computing on previous page | Computing  
See Computing on previous page | Software Development  
1. Analyse an existing networked information system  
2. Produce a software module suitable for implementation on a portable computing device | Software Development  
1. Design software that takes into account a networked information system  
2. Propose and justify strategies for managing, developing, implementing and evaluating the introduction to an organisation of a networked information system that will operate in a global environment |

**ASSESSMENT:**

Units 1 & 2: Satisfactory or Not Satisfactory (Computing)
Units 3 & 4:  
- School Assessed Task: 30%
- School Assessed Coursework: 20%
- End-of-year Examination: 50%

**Prerequisites:** Units 3 & 4 require Units 1 & 2 Computing
This study aims to enable students to develop their critical understanding and control of the English language. Students consider the use of both written and oral language in a range of situations, from informal interactions to public speaking.

**Unit 1**

**Area of Study 1 - Reading and creating texts**
In this area students produce analytical and creative responses to texts.

**Area of Study 2 - Analysing and presenting argument**
Students learn to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

**Unit 2**

**Area of Study 1 - Reading and comparing texts**
Students compare the presentation of ideas, issues and themes in two texts.

**Area of Study 2 - Analysing and presenting argument**
Students identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

**Unit 3**

**Area of Study 1 - Reading and creating texts**
Student produce an analytical interpretation of a selected text, and a creative response to a different selected text.

**Area of Study 2 - Analysing argument**
Students analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

**Area of Study 3 - EAL Students only - Listening to texts**
Students focus on comprehending spoken text.

**Unit 4**

**Area of Study 1 - Reading and comparing texts**
Students produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

**Area of Study 2 - Presenting argument**
Students construct a sustained and reasoned point of view on an issue currently debated in the media.

**ASSESSMENT**

**Units 1 & 2** – S or N (Satisfactory or Not Satisfactory)
**Units 3 & 4** – School Assessed Coursework 50%
End-of-year Examination 50%

**Prerequisites**: Year 10 English completed satisfactorily.

**Sequence Requirements**: Of the four Units, three must be satisfactorily completed.
Units 1 & 2

Unit 1: Food safety and properties of food
Students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food. They consider food preparation practices suitable for use in a small-scale food operation, such as in the home, a school setting or in a small food business. Students consider the selection and use of a range of tools and equipment suitable for use in food preparation. They also examine the links between classification of foods and their properties and investigate changes in properties of food when prepared or processed. Students apply their knowledge through food preparation. They investigate quality and ethical considerations in food selection and learn to meet the requirements of a design brief.

Unit 2: Planning and preparation of food
Students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimize the physical, sensory and chemical properties of food. Students have the opportunity to work independently or in teams to research and implement a design brief, demonstrating safe and hygienic food preparation for a range of contexts and consumers and taking into account nutritional, social and cultural influences and the resources available. They also explore environmental considerations when planning and preparing meals.

Units 3 & 4

Unit 3: Food preparation, processing and food controls
Students develop their knowledge of the natural components and cooking techniques for key foods. They investigate the causes of food spoilage and develop their understanding of processing techniques that prevent food spoilage in domestic and industrial settings, and the relevant regulations that apply to food safety in Australia.

Students create a design brief from which they develop a design plan and time line to be implemented in Unit 4. In this plan they apply their knowledge about key foods, properties of food, tools, equipment, cooking techniques, preservation techniques and safe work practices.

Unit 4: Food product development and emerging trends
Students work independently to implement the design plan established in Unit 3. They will apply food safety and hygiene guidelines and evaluate the success of the product planning and processes described in the design plan. Students also develop an understanding of how food products are developed, including contributing factors, packaging and packaging systems, marketing, and emerging trends including societal pressures to improve health, technological developments and environmental considerations.
AREAS OF STUDY

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Keeping Food Safe</td>
<td>1. Tools, equipment, preparation and processing</td>
<td>1. Maintaining Food Safety in Australia</td>
<td>1. Implementing a Design Plan</td>
</tr>
<tr>
<td>2. Food Properties and Preparation</td>
<td>2. Planning and preparing meals</td>
<td>2. Food preparation and processing</td>
<td>2. Food Product Development</td>
</tr>
</tbody>
</table>

ASSESSMENT

Units 1 & 2 Satisfactory or Non-Satisfactory
Unit 3 School Assessed Coursework 18 %
Unit 4 School Assessed Coursework 12 %
Units 3 & 4 School Assessed Task 40 %
End-of-year Examination 30 %

Prerequisites: None

Subject Costs: Some materials costs will be incurred when completing the School Assessed Task.
Unit 1: Hazards and disasters

**Area of Study 1 - Characteristics of disasters**
Students will learn to describe, explain and analyse the nature of hazards and the impacts of hazard events at a range of scales. They will study two contrasting hazards and undertake fieldwork.

**Area of Study 2 - Responses to hazards and disasters**
Students will explore the nature and effectiveness of a range of responses, such as warning programs and community preparedness, to selected hazards and disasters.

Unit 2: Tourism

**Area of Study 1 - Characteristics of tourism**
Students will describe, explain and analyse the nature of tourism at a range of scales, including global tourism.

**Area of Study 2 - Impact of tourism**
Students will investigate and analyse the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism. Students will participate in a fieldwork camp.

Unit 3: Changing the land

**Area of Study 1 - Land use change**
Students will study the changes in land use at a national and local scale and the impacts this has on both the natural and human environments. This area includes fieldwork.

**Area of Study 2 - Land cover change**
Students will undertake an overview in global land cover and the changes that are occurring over time. They will look at deforestation, desertification and melting glacier and ice sheets.

Unit 4: Human populations - trends and issues

**Area of Study 1 - Population dynamics**
Students will explore population dynamics on a global scale.

**Area of Study 2 - Population issues and challenges**
Students will investigate two significant population trends that have developed in different parts of the world: a growing population of one country and an ageing population of another country.

**ASSESSMENT**

Units 1 & 2  Satisfactory or Non-Satisfactory
Units 3 & 4  School Assessed Coursework for Unit 3  25%
             School Assessed Coursework for Unit 4  25%
             End-of-year Examination  50%

**Prerequisites:** None

**Excursion/Field Work Cost:** To be advised (approx. $200)
HEALTH AND HUMAN DEVELOPMENT

Units 1 & 2

**Unit 1:** The health and development of Australia’s youth. Students develop an understanding of the concepts of health and individual human development by focussing on Australia’s youth. There are many factors that influence health and individual human development of youth, including the importance of nutrition for the provision of energy and growth as well as food behaviours and their impact on youth health and individual human development. Finally students explore a range of health issues that impact on Australian youth.

**Unit 2:** Individual human development and health issues. This unit focuses on prenatal, child and adult health and individual development in Australia. Students identify issues that affect the health and individual human development of Australia’s mothers and babies, children and adults. They investigate health issues in detail and analyse personal, community and government strategies and programs that affect the health and individual human development.

Units 3 & 4

**Unit 3:** In this unit students develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students use key health measures to compare health in Australia with other developed countries, and analyse how determinants of health, including the physical environment, biological, behavioural and social contribute to variations in health status. Emphasis is given to the National Health Priority Areas initiative. In addition students examine different models of health and health promotion. They investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives. Students examine the role of government and non-government organisations in providing programs and support for the promotion of healthy eating.

**Unit 4:** In this unit students explore global health, human development and sustainability and their interdependencies. They identify similarities and differences in the health status between people living in developing countries and Australians, and analyse reasons for the differences. The role of the United Nations Sustainable Development Goals is investigated in relation to achieving sustainable improvements in health status and human development. Students then explore the role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development. Students consider strategies designed to promote health and sustainable human development globally, as well as Australia’s contribution to international health programs through The Department of Foreign Affairs and Trade and contributions to non-government organisations.
### AREAS OF STUDY

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| 1. Understanding youth health and development  
2. Youth issues | 1. Prenatal health and individual development  
2. Child health and individual development  
3. Adult health and individual development | 1. Understanding Australia’s health  
2. Promoting health in Australia | 1. Introducing global health and human development  
2. Promoting global health and human development |

### ASSESSMENT

**Units 1 & 2**  
Satisfactory or Non-Satisfactory

**Units 3 & 4**  
School Assessed Coursework for Unit 3  25%  
School Assessed Coursework for Unit 4  25%  
End of Year Examination  50%

**Prerequisites:** None.
Units 1 & 2

Unit 1 – Twentieth Century 1918- 1939

Following World War One new fascist governments used the military, education, and propaganda to impose controls on the ways people lived. In the USSR millions were forced to work in state owned factories and farms and had limited freedom. Other countries signed treaties, new borders were shaped, and new movements and ideologies emerged. These changes affected countries in North America, Africa, Europe, Asia and Oceania. After experiencing the Roaring Twenties and Great Depression the world was overtaken by war again in 1939.

Unit 2 – Twentieth Century since 1945

The Cold War was a period of great tension between the USSR and the USA despite the establishment of the United Nations to help maintain peace. Moves towards decolonisation led to independence movements in Africa, the Middle East, Asia and the Pacific. Old conflicts continued and terrorism became more globalised as did movements for feminism, environmentalism and civil rights.

Both Units One and Two History are driven by key questions about the past that form the basis of student inquiries.

Units 3 & 4

Units 3 & 4 – Revolutions

Revolutions share the common aim of breaking with the past and destroying regimes then embarking on a program of political and social transformation. Revolutions often involve civil war and provoke counter-revolutions further disrupting society. Over the course of the year students will study two Revolutions focusing on individuals, movements, events and ideas involved in the development of the revolution and evaluating the nature and success of the new society created by the revolution.

AREAS OF STUDY

<table>
<thead>
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</table>

ASSESSMENT

- Unit 1 & 2: Satisfactory or Not-Satisfactory
- Unit 3 & 4: School Assessed Coursework: 50% End of Year Examination: 50%

Prerequisites: None
**LOTE – INDONESIAN STUDIES**

**Units 1 & 2**

**Unit 1 and 2:** Indonesian further develops students’ capacity to communicate using Bahasa Indonesia. The elements of reading, writing, speaking, listening and cultural studies are covered as we continue to use Indonesian as a second language, with Victorian School of Languages course materials. Students should achieve functional fluency in specific topic areas by the end of this VCE study in a language used by over 230 million of our neighbours. A second language continues to be career relevant for students and attracts a substantial bonus for the year 12 ATAR score.

**Units 3 & 4**

**Unit 3 and 4:** Continues work undertaken in earlier units to obtain outcomes including being able to: express ideas through the production of original texts; analyse and use information from spoken texts and exchange information, opinions and experience. VSL Indonesian as a second language course materials are again used for these units of study.

**AREAS OF STUDY**

<table>
<thead>
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<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
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<tbody>
<tr>
<td>1. The individual</td>
<td>1. The individual</td>
<td>1. The individual</td>
<td>1. The individual</td>
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<tr>
<td>2. The Indonesian-speaking communities</td>
<td>2. The Indonesian-speaking communities</td>
<td>2. The Indonesian-speaking communities</td>
<td>2. The Indonesian-speaking communities</td>
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</table>

**ASSESSMENT**

**Units 1 & 2**  Satisfactory or Non-Satisfactory

**Units 3 & 4**

- School Assessed Coursework for Unit 3  25%
- School Assessed Coursework for Unit 4  25%
- Examination – Oral component  12.5%
- Examination – Written component  37.5%

**Prerequisites:** Year 10 Indonesian and Units 1 & 2 respectively.
Units 1 & 2

Unit 1: Criminal Law in Action explores the distinction between legal and non-legal rules, the Victorian court hierarchy, and the process of making laws through Parliament. It focuses on the role of police, their powers of investigation, the procedures of criminal trial and possible sanctions. Students also explore the concepts of fairness and justice within the criminal justice system.

Unit 2: Issues in Civil Law focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims. The unit also investigates the alternative avenues of dispute resolution and their effectiveness. Students have the opportunity to explore specific areas of law and to analyse contemporary legal issues.

Units 3 & 4

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

Unit 4: Dispute Resolution focuses on the courts, tribunals and alternative avenues of dispute resolution, with a view to comparing and evaluating the operation of the various dispute resolution methods. Studies include the operation of the Jury system and the Adversary system.

AREAS OF STUDY

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<thead>
<tr>
<th>Unit 1</th>
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</thead>
<tbody>
<tr>
<td>1. Law in society</td>
<td>1. Civil law in action</td>
<td>1. Role of parliament and the courts</td>
<td></td>
</tr>
<tr>
<td>2. Criminal law</td>
<td>2. The law in focus</td>
<td>2. Relationship between law-making bodies</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>2. Court processes &amp; procedures</td>
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<td></td>
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<td>3. Evaluation of the legal system</td>
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</tbody>
</table>

ASSESSMENT

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Satisfactory or Non-Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units 3 &amp; 4</td>
<td>School Assessed Coursework 50%</td>
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<tr>
<td></td>
<td>End of Year Examination 50%</td>
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</tbody>
</table>

Prerequisites: None
Unit 1: Approaches to literature
In this unit, students focus on the ways in which the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Unit 2: Context and connections
In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading practices</td>
<td>1. The text, the reader and their contexts</td>
<td>1. Adaptations and transformations</td>
<td>1. Literary perspectives</td>
</tr>
<tr>
<td>2. Ideas and concerns in texts</td>
<td>2. Exploring connections between texts</td>
<td>2. Creative responses to texts</td>
<td>2. Close analysis</td>
</tr>
</tbody>
</table>

ASSESSMENT

**Units 1 & 2**  Satisfactory or Non-Satisfactory
**Units 3 & 4**  School Assessed Coursework 50%
End of Year Examination 50%

**Prerequisites:** None
Units 1 & 2

Units 1 & 2 FOUNDATION MATHEMATICS

Foundation Mathematics Units 1 & 2 provides for the continuing mathematical development of students entering VCE who require mathematical skills in other VCE subjects, but who do not intend to study Mathematics in Units 3 & 4 the following year. In Foundation Mathematics, there is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study.

Units 1 & 2 GENERAL MATHEMATICS

General Mathematics Units 1 & 2 provides a general course of study involving non-calculus based topics for a wide range of students and is open to all students with a pass in Mathematics at the appropriate Year 10 level. It is a subject for students who either do not wish to study Mathematics beyond Units 1 & 2 or who wish to study Further Mathematics in Units 3 & 4. General Mathematics 1 & 2 covers assumed knowledge and skills for Further Mathematics Units 3 & 4.

Units 1 & 2 MATHEMATICAL METHODS

The study provides an introductory study of simple elementary functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. Mathematical Methods Units 1 & 2 are designed as preparation for Mathematical Methods Units 3 & 4 and cover assumed knowledge and skills for these units.

Units 1 & 2 SPECIALIST MATHEMATICS

Specialist Mathematics Units 1 & 2 provides courses of study for students interested in advanced study of mathematics, with a focus on mathematical structure and reasoning. They incorporate topics that, in conjunction with Mathematical Methods Units 1 and 2, provide preparation for Specialist Mathematics Units 3 & 4 and cover assumed knowledge and skills for those units. It is to be studied with Mathematical Methods Units 1 & 2 at the Year 11 level.
Mathematics continued…

AREAS OF STUDY

<table>
<thead>
<tr>
<th>Foundation Mathematics</th>
<th>General Mathematics 1 &amp; 2</th>
<th>Mathematical Methods 1 &amp; 2</th>
<th>Specialist Mathematics 1 &amp; 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shapes, shape and design</td>
<td>1. Algebra and structure</td>
<td>1. Functions and graphs</td>
<td>1. Algebra and structure</td>
</tr>
<tr>
<td></td>
<td>5. Graphs of linear and non-linear relations</td>
<td></td>
<td>5. Graphs of linear and non-linear relations</td>
</tr>
</tbody>
</table>

**Prerequisites:** Students attempting Mathematical Methods or Specialist Mathematics should have a sound background in Algebra, Functions and Probability. In general terms, students should have received an overall “B” aggregate in the appropriate Year 10 Mathematics course.

**Subject Costs:** Students will be advised about the texts and CAS calculator they need to purchase.

**Pathways to Units 3 & 4** - From Units 1 & 2, students can choose the following options:
- **Foundation Mathematics** - does not normally lead to any Unit 3/4 Mathematics.
- **General Mathematics** - Units 3/4 Further Mathematics only.
- **Specialist Mathematics** - Essential for students studying Specialist 3/4 and highly recommended for Methods 3/4.
- **Mathematical Methods** - Units 3/4 Further, Methods
- **Specialist Mathematics and Mathematical Methods** - Units 3/4 Further, Methods or Specialist Mathematics.
Mathematics continued…

Units 3 & 4

Units 3 & 4 FURTHER MATHEMATICS

These units are usually studied in Year 12. This course provides a general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important. It comprises a combination of non-calculus based content from a prescribed core and a selection of two from four possible modules across a range of application contexts.

The assumed knowledge and skills for the Further Mathematics Units 3 & 4 prescribed core are covered in specified topics from General Mathematics Units 1 & 2. Students who have done only Mathematical Methods Units 1 and 2 will also have access to assumed knowledge and skills to undertake Further Mathematics but may also need to undertake some supplementary study of statistics content.

Prerequisites: General Mathematics 1 & 2 and/or Mathematical Methods 1 & 2.

Subject Costs: Students will be advised about the texts and CAS calculator they need to purchase.

Sequence Requirements: Units 3 and 4 must be completed in sequence to obtain a study score.

Units 3 & 4 MATHEMATICAL METHODS

Mathematical Methods Units 3 and 4 requires knowledge from Units 1 & 2 in Mathematical Methods. Mathematical Methods Units 3 & 4 extends the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, humanities, economics and medicine.

Prerequisites: Mathematical Methods Units 1 & 2 is compulsory and Specialist Mathematics Units 1 & 2 is highly recommended.

Subject Costs: Students will be advised about the texts and CAS calculator they need to purchase.

Sequence Requirements: Units 3 & 4 must be completed in sequence to obtain a study score.

Units 3 & 4 SPECIALIST MATHEMATICS

Specialist Mathematics Units 3 & 4 must be undertaken in conjunction with Mathematical Methods Units 3 & 4. The areas of study extend the content from Mathematical Methods Units 3 & 4 to include rational and other quotient functions as well as other advanced mathematics topics such as complex numbers, vectors, differential equations, mechanics and statistical inference.

Prerequisites: Mathematical Methods Units 1 & 2 and Specialist Mathematics Units 1 & 2. Mathematical Methods Units 3 & 4 must be studied concurrently with Specialist Mathematics Units 3 & 4.

Subject Costs: Students will be advised about the texts and CAS calculator they need to purchase.

Sequence Requirements: Units 3 & 4 must be completed in sequence to obtain a study score.
Mathematics continued…

**AREAS OF STUDY**

<table>
<thead>
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<th>Further Mathematics</th>
<th>Mathematical Methods</th>
<th>Specialist Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Data analysis</td>
<td>1. Functions and graphs</td>
<td>1. Functions and graphs</td>
</tr>
<tr>
<td>Module 1: Matrices</td>
<td>- Differentiation</td>
<td>4. Vectors</td>
</tr>
<tr>
<td>Module 2: Networks and decision mathematics</td>
<td>- Integration</td>
<td>5. Mechanics</td>
</tr>
<tr>
<td>Module 3: Geometry and measurement</td>
<td>- Applications</td>
<td>6. Probability and statistics</td>
</tr>
<tr>
<td>Module 4: Graphs and relations</td>
<td>4. Probability and statistics</td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT**

**Units 1 & 2**  Satisfactory or Non-Satisfactory

**Units 3 & 4**

**Further Mathematics**
- Unit 3 School-assessed Coursework: 20%
- Unit 4 School Assessed Coursework: 14%
- End-of-year Examination 1: 33%
- End-of-year Examination 2: 33%

**Mathematical Methods**
- Unit 3 School-assessed Coursework: 17%
- Unit 4 School Assessed Coursework: 17%
- End-of-year Examination 1: 22%
- End-of-year Examination 2: 44%

**Specialist Mathematics**
- Unit 3 School-assessed Coursework: 17%
- Unit 4 School Assessed Coursework: 17%
- End-of-year Examination 1: 22%
- End-of-year Examination 2: 44%
Units 1 & 2

Unit 1 - The purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. Students develop practical and analytical skills, including an understanding of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction and the creative and cultural implications of new media technologies.

Unit 2 – This unit will enable students to develop their understanding of the specialist production stages and roles within the collaborative organization of media production. Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media process.

Units 3 & 4

Unit 3 – Students develop an understanding of production and story elements and recognise the role and significance of narrative organisation in fictional film, radio or television programs. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They design a media production for a specific media form with the relevant specifications presented as a written planning document with visual representations.

Unit 4 – The purpose of this unit is to enable students to further develop practical skills in the production of media products and to realise a production design. Organisational and creative skills are refined and applied throughout this process. Students also analyse the ways in which media texts are shaped by social values in the representations and structure of a media text. The role and influence of the media is also critically analysed in this unit.

AREAS OF STUDY

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
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</table>

ASSESSMENT

Units 1 & 2 Satisfactory or Non-Satisfactory
Units 3 & 4 School Assessed Coursework 55%
End of Year Examination 45%

Prerequisites: None
Units 1 and 2

Music Performance Units 1 and 2 are designed for students who wish to study the performance of music. Skills are developed for both solo and group work. Students are required to study technical work on their instrument to develop flexibility and clarity to enhance the performance of music. Students are also required to study the associated area of creative organisation, perspectives on performance and aural comprehension which all contribute to the development of musicianship.

Units 3 and 4

Unit 3 and 4 are designed to build on that which was learnt in Unit 1 and 2. It focuses on performance skill development and aural, theory and analysis work.

AREAS OF STUDY

<table>
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<tr>
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<th>Unit 1</th>
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<tr>
<td></td>
<td>4. Organisation of sound</td>
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</table>

ASSESSMENT

Units 1 & 2  Satisfactory or Non-Satisfactory
Units 3 & 4  School Assessed Coursework for Unit 3  20%
            School Assessed Coursework for Unit 4  10%
            End of Year Performance Examination  50%
            End of Year Written Examination  20%

Prerequisites: Students are recommended to have 5th grade AMEB or equivalent prior to Year 11. Students with less than this are required to audition before acceptance to this course.
Units 1 & 2

Unit 1 examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to experiences. In Unit 2 students explore the characteristics of outdoor environments and ways of understanding them, as well as the human impacts on outdoor environments.

Units 3 & 4

The focus of Unit 3 is on the historical, ecological and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. In Unit 4 students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine issues in relation to the capacity of outdoor environment to support the future needs of the Australian population.

Students undertake a range of activities in outdoor environments often involving the need for physical fitness, the use of specialised equipment and substantial pre-trip planning.

AREAS OF STUDY

<table>
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<th>Unit 1</th>
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<th>Unit 3</th>
<th>Unit 4</th>
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</thead>
<tbody>
<tr>
<td>Exploring outdoor experiences</td>
<td>Discovering outdoor environments</td>
<td>Relationships with outdoor environments</td>
<td>Sustainable outdoor relationships</td>
</tr>
<tr>
<td>1. Motivations for outdoor experience</td>
<td>1. Investigating outdoor environments</td>
<td>1. Historical relationships with outdoor environments</td>
<td>1. Healthy Outdoor environments</td>
</tr>
<tr>
<td>2. Experiencing outdoor environments</td>
<td>2. Impacts on outdoor environments</td>
<td>2. Contemporary relationships with outdoor environments</td>
<td>2. Sustainable outdoor environments</td>
</tr>
</tbody>
</table>
ASSESSMENT

Units 1 & 2  Satisfactory or Non-Satisfactory
Units 3 & 4  School Assessed Coursework for Unit 3  25%
            School assessed coursework for Unit 4  25%
            End of Year Examination  50%

Prerequisites: Students who include regular physical activity in their lifestyle will find it easier to complete the physical activity requirements of this subject.

Recommendations: It is recommended that students undertaking this subject are covered by ambulance insurance and are confident in the water.

Subject Costs: To be advised each year due to Camps (Cost in 2016 was $475).

Sequence Requirements: The completion of Units 1 and 2 is highly recommended before undertaking Units 3 and 4.
Units 1 & 2

Unit 1- Bodies in Motion: explores how the body systems work together to produce movement and analyses this motion using biomechanical principles. Aerobic and anaerobic energy systems are introduced as well as anatomy and physiology. The Skeletal System, Muscular System, Cardio-vascular and Respiratory Systems are studied.

In Area of Study 3, one of the following topics is to be studied in depth:

a. Technological advancements from a biomechanical perspective
b. Injury prevention and rehabilitation

Unit 2- Sports Coaching and Physically Active Lifestyles: explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. Skill Acquisition principles are included.

Students are introduced to physical activity and the role it plays in the health and well being of the population. Students explore the dimensions of the National Physical Activity Guidelines and investigate factors that limit involvement, and consider intervention strategies.

In Area of Study 3 one of the following topics is to be studied in depth:

a. Decision making in sport - including different strategies and tactics in game situations.
b. Promoting active living

Units 3 & 4

Unit 3- Physical Activity Participation and Physiological Performance: Students apply various methods to assess physical activity and sedentary levels and analyse the data in relation to adherence to the National Physical Activity Guidelines. They also investigate the contribution of energy systems to performance in physical activity. Multi-factorial causes of fatigue and strategies used to delay and manage fatigue are explored.

Unit 4- Enhancing Performance: looks at improvements in performance, in particular fitness, in relation to training. Students undertake an activity analysis, undertake fitness tests and participate in a training program designed to improve or maintain selected components. Nutritional, physiological and psychological strategies used to enhance performance are studied, including legal and illegal substances and methods of performance enhancement.
### AREAS OF STUDY

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
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</table>

### ASSESSMENT

- **Units 1 & 2**  
  Satisfactory or Non-Satisfactory
- **Units 3 & 4**  
  School Assessed Coursework 50%  
  End of Year Examination 50%

**Prerequisites:** None
Unit 1: Investigates nuclear and radioactivity physics, such as energy transfers, model development of matter including subatomic particles, radioactive decay, radiation and its application to society. Unit 1 also investigates Electricity supply and household electricity are studied in some detail, leading to an appreciation of the physical concepts and also safety in its use.

Unit 2: Involves the study of motion and measurement as it applies to practical applications. Also, the wave like properties of light is studied in the context of seeing with the unaided eye and extending visual and communication capabilities. Units 1 and 2 will also contain detailed studies that could be taken either in conjunction with or separate to areas of study 1 and 2, depending on actual study taken.

Unit 3: Students explore the importance of energy in explaining and describing the physical world. They consider the field model and explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton’s laws to investigate motion in one and two dimensions, and are introduced to Einstein’s theories to explain the motion of very fast objects.

Unit 4: Students examine how wave and particle models are used to explain the nature of light and explore their limitations in describing light behaviour. Using the wave model, students examine the behaviour of matter and consider the relationship between light and matter. A student-designed practical investigation related to waves, fields or motion is undertaken and the findings are presented in a scientific poster format.

**AREAS OF STUDY**

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
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</table>

**ASSESSMENT**

Units 1 & 2  Satisfactory or Non-Satisfactory
Units 3 & 4  School Assessed Coursework Unit 3  21%
            School Assessed Coursework Unit 4  19%
            End of Year Examination  60%

**Prerequisites:** A solid pass in Year 10 Science and Maths for Units 1 and 2, and a pass in Year 11 Physics and Year 11 Maths Methods for Units 3 and 4.
**Sequence Requirements:** Unit 2 for Units 3 & 4.
Unit 1: Product re-design and sustainability

Provides an introduction and structured approach towards the Product design process and the factors that influence product design. Students learn about intellectual property (IP), its implications related to product design and the importance of acknowledging the IP rights of the original designer. Students produce a re-designed product safely using tools, equipment, machines and materials, compare it with the original design and evaluate it against the needs and requirements outlined in their design brief.

Unit 2: Collaborative design

Students work both individually and as members of a small design team to address a problem, need or opportunity. They design a product within a range, based on a theme, or a component of a group product. They research and refer to a chosen style or movement. The product produced individually or collectively is evaluated against the design criteria drawn from the design brief.

Unit 3: Applying the Product design process

Students are involved in the design process and development of a product that meets the needs and expectations of a client and/or an end-user. Students examine how a design brief is structured, how it addresses particular Product design factors and how evaluation criteria are developed from the constraints and considerations in the brief. They develop an understanding of techniques in using the design brief as a springboard to direct research and design activities. The design development process is extensively documented in the preparation and presentation of a design folio. The second area of study focuses on examining how a range of factors, including new and emerging technologies, and international and Australian standards, influence the design and development of products within industrial manufacturing settings. They also consider issues associated with obsolescence and sustainability. Having completed a design brief and associated research, students commence work on the production of the product developed for a specific client and/or end user.

Unit 4: Product development and evaluation

In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. They analyse and evaluate the environmental, economic and social impact of products throughout their life cycle. Students compare, analyse, evaluate and make judgements about commercial product design and development. They will continue to develop and safely manufacture the product designed in Unit 3, and record and monitor the production processes and modifications to the production plan and product. Upon completion of the product the students will evaluate the effectiveness and efficiency of techniques used and the quality of their product. They produce an informative presentation to highlight the product’s features to the client and/or end-user and explain its care requirements.
AREAS OF STUDY

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Product redesign for improvement</td>
<td>1. Designing within a team</td>
<td>1. The designer, client and/or end user in product development</td>
<td>1. Product analysis and comparison</td>
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<tr>
<td></td>
<td></td>
<td>3. Designing for others</td>
<td>3. Product evaluation</td>
</tr>
</tbody>
</table>

ASSESSMENT

Units 1 & 2  Satisfactory or Non-Satisfactory
Units 3 & 4  School Assessed Coursework  20%
            School Assessed Task  50%
            End of Year Examination  30%

Prerequisites: There are no prerequisites for entry to Units 1, 2 and 3. Although it is recommended students undertake Units 1 & 2 prior to 3 & 4.

Subject Costs: Materials costs above $120 will need to be covered by student.
Units 1 & 2 (Study Design 2016-2021)

Unit 1: How are behaviour and mental processes shaped?
In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

Unit 2: How do external factors influence behaviour and mental processes?
A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups.

Units 3 & 4 (Study Design 2017-2021)

Unit 3: How does experience affect behaviour and mental processes?
The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress.

Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.
Unit 4: How is wellbeing developed and maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning.

Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual’s mental functioning and wellbeing.

A student-designed or adapted practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Units 3 and 4, and is undertaken by the student using an appropriate experimental research design involving independent groups, matched participants, repeated measures or a cross-sectional study.

### AREAS OF STUDY

<table>
<thead>
<tr>
<th>Unit 1</th>
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<th>Unit 3</th>
<th>Unit 4</th>
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<tbody>
<tr>
<td>3. Student directed research.</td>
<td>3. Student directed practical investigation.</td>
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<td>3. Practical investigation</td>
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### ASSESSMENT

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Satisfactory or Non-Satisfactory</th>
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<tbody>
<tr>
<td>Units 3 &amp; 4</td>
<td>School Assessed Coursework for Unit 3 16%</td>
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<tr>
<td></td>
<td>School Assessed Coursework for Unit 4 24%</td>
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<td></td>
<td>End-year Examination 60%</td>
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</table>

**Prerequisites:** None
Units 1 & 2

Students explore ideas and sources of inspiration, experiment with materials and techniques and practice specialized skills in a range of art forms. Various methods of recording inspirations and ideas are developed: for example, observational, realistic renderings contrasted with expressive or abstract interpretations.

Students also develop skills in the visual analysis of artworks from different times and locations in order to understand artists’ ideas and how they developed their style of art.

Units 3 & 4

An exploration proposal created, in which they prepare a design process explaining a comprehensive plan for producing potential art works. Detailed documentation of their progress is recorded in a work book. Works produced in Unit 3 are developed further in Unit 4 to produce a cohesive folio of finished artworks. These artworks should reflect the skillful application of materials and techniques, and the resolution of aims, ideas and aesthetic qualities.

Students also explore how artists have used materials and techniques in various times and locations, and how cultural influences have affected the use of the elements of design within artworks. Current art industry practices and issues are investigated, together with the role of galleries and methods of conservation used for art works.

AREAS OF STUDY

<table>
<thead>
<tr>
<th>Unit 1</th>
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<th>Unit 3</th>
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<tbody>
<tr>
<td>3. Interpretation of art ideas</td>
<td></td>
<td>3. Professional art practices and styles</td>
<td>3. Art industry contexts</td>
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ASSESSMENT

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Satisfactory or Non-Satisfactory</th>
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<tbody>
<tr>
<td>Units 3 &amp; 4</td>
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<tr>
<td>School Assessed Task</td>
<td>33%</td>
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<tr>
<td>for Unit 3</td>
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<tr>
<td>School Assessed Task</td>
<td>33%</td>
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<tr>
<td>for Unit 4</td>
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<tr>
<td>End of Year Examination</td>
<td>34%</td>
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</table>

Prerequisites: Strongly recommend Year 10 Art for Units 1 & 2 and Units 1 & 2 for Units 3 & 4.
Units 1 & 2  
(Text: Bible)

Unit 1: Texts in traditions  
In this unit, students examine the place of the Bible and its literary forms within a religious tradition. Students explore the importance of texts at the source of a tradition and how their meaning for the earlier and continuing tradition might be found and described.

Unit 2: Texts in society  
In this unit, students study the Bible as a means of investigating social attitudes on different issues. They consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them and the kinds of authority attributed to them by traditions and society in general. They compare how texts from different religious traditions treat common social issues.

Units 3 & 4  

Unit 3: Texts and the early tradition  
In this unit, students develop an understanding of how the chosen set text (either the Gospel of Luke or the Gospel of John) responds to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text and the message or teaching found within. As a means of gaining an understanding of the content and message of the text, students become familiar with the nature of exegetical methods used by religious scholars.

Unit 4: Texts and their teachings  
In this unit, students apply exegetical methods begin in Unit 3 to a greater depth. They study a significant idea, belief or theme contained in the set text (whichver Gospel is chosen), and consider the interpretation of the text in the light of the idea, belief or theme.

AREAS OF STUDY

<table>
<thead>
<tr>
<th>Unit 1</th>
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</thead>
</table>
| 1. Exploring literary forms  
2. The formation and exegesis of text  
3. Later uses and interpretations of sacred texts | 1. Sacred texts in the past  
2. Sacred texts today  
3. Comparing religious traditions | 1. The background of the tradition  
2. Thematic and literary aspects of the set texts  
3. Interpreting texts | 1. Interpreting texts  
2. Religious ideas, beliefs and themes |

ASSESSMENT

Units 1 & 2  Satisfactory or Non-Satisfactory  
Units 3 & 4  School Assessed Coursework for Unit 3 25%  
School Assessed Coursework for Unit 4 25%  
End of Year Examination 50%

Prerequisites: None  
Subject Costs: Students will be advised about the texts they need to purchase.
Theatrical Styles of the Pre-Modern and Modern eras: This area of study focuses on an exploration of play scripts from the Pre-Modern and Modern eras of theatre, that is, works written before and after the 1920’s. Students learn about contexts, cultural origins, theatrical styles and use of stagecraft. Students also analyse several plays in performance. Through working collaboratively, students mount a performance of a play script and engage in the application of the necessary stagecraft.

Units 3 & 4

Unit 3: Theatre Studies focuses on the production of a play and its performance. Students look closely at all aspects of stagecraft – acting, direction, stage management, costume, make-up and sound. Theatre history, performance styles and theatrical conventions are also studied.

Unit 4: Involves students in the process of interpreting a short scene from a prescribed list. Areas of study include researching the context of the scene, rehearsing a range of performance styles, and performing the final interpretation. Students will also analyse the actor in performance. Students attend a performance and critically evaluate the following – character, physicalisation, use of acting space, use of language, performance style and the actor/audience relationship.

AREAS OF STUDY

<table>
<thead>
<tr>
<th>Unit 1</th>
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<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Theatrical styles of the Pre-Modern era</td>
<td>1. Theatrical styles of the Modern era</td>
<td>1. Production and performance</td>
<td>1. Scene interpretation</td>
</tr>
<tr>
<td>2. Interpreting play scripts</td>
<td>2. Interpretation through stagecraft</td>
<td>2. Theatre criticism</td>
<td>2. Context investigation</td>
</tr>
</tbody>
</table>

ASSESSMENT

Units 1 & 2: Satisfactory or Non-Satisfactory
Units 3 & 4: School Assessed Coursework 45%
End of Year Examination (written) 30%
End of Year Examination (performance) 25%

Prerequisites: None
Subject Costs:

Units 1 & 2 - Students will be advised about the texts they need to purchase plus $50.00 (2 x Theatre Tickets).
Units 3 & 4 - Students will be advised about the texts they need to purchase plus $50.00 (2 x Theatre Tickets).
Units 1 & 2

Units 1 and 2: Students begin the subject by becoming proficient at drawing for different purposes. A range of drawing methods, media and materials are explored. A growing awareness of technical drawing conventions is also taught. Design elements and principles are applied when creating visual communications that satisfy a stated purpose. Students also develop an awareness of how visual communication has been influenced by past and contemporary practices, and by social and cultural purposes. Type and Imagery is explored as part of the course. Students will manipulate type and images to create visual communications. The culmination of the course is to apply the design process. Students engage in the stages of the design process to create a visual communication appropriate to a set brief.

Units 3 & 4

Units 3 and 4: Students begin by creating and analysing visual communications for specific contexts, purposes and audiences. Design Industry Practice is also looked at. Case-studies or an oral presentation of designers from the three fields of design are developed through research. Students embark on the development of their own distinct brief and identify two distinct client needs. Through research, generation, development and the refinement of ideas students create two final presentations. Students devise a pitch to present and explain their visual communications to an audience. Evaluation of the design process and the criteria is undertaken.

AREAS OF STUDY

<table>
<thead>
<tr>
<th>Unit 1</th>
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<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Design elements and principles</td>
<td>2. Type and Imagery</td>
<td>2. Design Industry Practice</td>
<td>2. Final presentations</td>
</tr>
<tr>
<td>3. Visual communication design in context</td>
<td>3. Applying the design process</td>
<td>3. Developing a brief and generating ideas</td>
<td>3. Evaluation and explanation</td>
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<td></td>
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<td>+ End of Year Exam</td>
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</table>

ASSESSMENT

Unit 1 & 2  Satisfactory or Non-Satisfactory
Unit 3 & 4  
   School Assessed Coursework for Unit 3  20%
   School Assessed Task for Unit 4  40%
   School Assessed Coursework for Unit 4  5%
   End of Year Examination  35%

Prerequisites: Strongly recommended completion of Units 1 & 2 for Units 3 & 4.
Subject Costs: Materials to be advised on an individual student basis.
VETAMORPHUS (VET)

2017 MODE OF DELIVERY: On Campus after hours

Vetamorphus is a Christian leadership program for Senior Secondary Students that places Christian discipleship at the heart of their education. It is a national movement with a network of over 50 schools and churches and over 1400 students, past and present.

ACCREDITATION
On successful completion of Vetamorphus, students receive a nationally accredited qualification, the Certificate III in Christian Ministry and Theology (10432NAT). This qualification is provided through the Australian Centre for Advanced Studies Inc. National RTO #50392

AREAS OF STUDY
Vetamorphus requires students to engage in six key areas of learning:

1. Ministry Practice
   Students participate in ministry experiences of their choice. The ministry practice is about developing a heart to serve, whilst discovering and growing in their gifts. Students may serve in their school, church or wider community.

2. Retreats
   Students are a part of three weekend retreats. Students gather together with their peers from all over the state to be equipped and inspired through times of worship, personal reflection, teaching and group activities.

3. Peer Group
   Students meet weekly with a supervisor/teacher and other students during each school term. Peer group includes learning exercises and student presentations, with an emphasis on group discussion.

4. Bible Engagement
   Students engage with the majority of the New Testament, journaling their insights, discoveries and questions. These reflections are then discussed each week with their Peer Group.

5. Mentoring
   Students meet regularly with a mature Christian in a mentoring relationship. The mentor provides support and encouragement to the student as they journey through Vetamorphus.

6. Christian Community
   Students gather together regularly in Christian Community, discovering what it means to be a part of the Body of Christ

Prerequisites: Students must be in either Year 11 or Year 12
Additional Subject Costs: This is an external course so comes with a fee of approximately $1600. This cost covers all camps and activities.
Time Commitments: Approximately 5-6 hours per week for one year; equivalent to the time required for other senior secondary subjects.
Cleaning Operations is a school-based traineeship that credits students with a percentage boost to their ATAR (10% of their best four subjects, including English). Students who complete this course will be equipped with relevant skills and knowledge to work as a domestic, commercial or healthcare cleaner within the cleaning industry of Australia, in leading hand or supervisory roles.

**ACCREDITATION**

On successful completion of Cleaning Operations, students receive a Certificate III in Cleaning Operations. This is a nationally recognised qualification which will be issued by Turning Point Consulting.

**AREAS OF STUDY**

During completion of this traineeship, students will establish a wide range of skills including:

- Team building
- How to support leadership in the workplace
- Leadership skills
- Occupational health and safety
- Communication and customer service
- How to clean effectively and efficiently in an allocated timeframe
- Window cleaning techniques
- How to maintain all equipment
- The use of heavy duty machinery such as
  - Pressure washer
  - Hot water extraction
  - High speed polisher

**Prerequisites:**

- Students must be an employee of Quality Cleaning PTY LTD
- Students need to be available to work their allocated work nights (this is where they experience their on the job training)
- Students need to be available to work on numerous days in the school holidays, as this is where they will get to experience the use of a variety of machinery.

**Additional Subject Costs:** As a courtesy to families, all fees for this traineeship are paid for by Quality Cleaning.

**Time Commitments:** Approximately two to four hours per week, as well as employed cleaning hours.
CHANGE OF VCE UNIT 2017 REQUEST FORM

Student Name: _________________________  Date: _______________

Homegroup: __________________

CURRENT COURSE (Please list all subjects/units)

__________________  __________________  __________________

__________________  __________________  __________________

NOTE: You must speak with the teachers of the original unit and the requested unit, informing them of your reasons and seek their approval (indicated by their signatures).

All signatures, including the VCE Coordinator, must be present before any changes can occur.

<table>
<thead>
<tr>
<th>Original Unit</th>
<th>Teacher’s Signature</th>
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</thead>
<tbody>
<tr>
<td>New Unit</td>
<td>Teacher’s Signature</td>
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</tbody>
</table>

Please give a reason(s) for the requested change:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Student Signature: ________________________________

Parent/Guardian Signature: __________________________

VCE Coordinator Signature: _________________________

☐  Entered on TImetabler (MFD)
CONTACT DETAILS

Head of Senior School
Mr John Presant
jpresant@chairo.vic.edu.au
(03) 5625 4600

Acting VCE Coordinator (Term 3)
Mrs Shelly Beamish
sbeamish@chairo.vic.edu.au
(03) 5625 4600

VCAL Coordinator/Careers Practitioner
Mrs Wendy Taylor
wtaylor@chairo.vic.edu.au
(03) 5625 4600

Please Note:
To our knowledge the information in this booklet was accurate at the time of publication. However, the Victorian Curriculum Assessment Authority reserves the right to make modifications to the VCE Units. Changes may also occur to subject offerings due to patterns of student preferences or availability of teaching staff.