

# Subject Selection



Pakenham Campus VCE 2017



Chairo Christian School

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## To Parents and Students,

This booklet has been produced to assist you in making informed decisions regarding the many choices available for VCE students at the Pakenham Campus of Chairo Christian School in 2017. As a school we are blessed with an experienced and enthusiastic teaching staff who want the best for the students and are dedicated to delivering the finest educational program possible. We are excited to be on this journey with you. You can be assured that Chairo is an experienced VCE provider and has demonstrated great success in the delivery of the VCE program in past years.

Please note that although we have endeavoured to provide a wide range of VCE and Vocational Education options, the final availability of options will depend on student preferences, staffing and timetable requirements. You may also need to consider the option of taking advantage of units offered by Distance Education Centre of Victoria where necessary.

Students should find their VCE years at Chairo to be productive and enjoyable. They will 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 VCE students will uphold the values of this school and contribute positively to community life.

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."

**Senior School Staff  
Chairo Christian School**

## **Chairo Christian School VCE POLICY AND REGULATIONS**

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. However, it is possible for students at Years 10 and 11 to be involved in the ADVANCE Program. This allows Year 10 students to undertake a Unit 1 and Unit 2 sequence and Year 11 students to complete a Unit 3 and Unit 4 sequence. Students must demonstrate an aptitude for these subject areas before permission is granted.

Units 3 and 4 must be studied as a sequence. Each student's two-year program of study normally comprises 22 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 an Additional Language (EAL). In order to receive an ATAR students must satisfactorily complete both Unit 3 and Unit 4 of English, English Literature or EAL.
- Three sequences of Units 3 and 4 studies other than English, English Literature or EAL.

A list of subjects to be offered in 2017 is provided here. These subjects may be offered via classes held on campus, through the Distance Education Centre Victoria or through a combination of Distance Education and tutorials. Other studies not listed here may be available to Chairo students through other providers such as TAFE and the Victorian School of Languages.

Accounting	Literature
Biology	Mathematics (all)
Business Management	Media
Chemistry	Music (all)
Computing	Outdoor and Environmental Studies
Economics	Physical Education
English	Physics
Food Studies	Product Design and Technology
Geography	Psychology
Health & Human Development	Studio Arts
History	Theatre Studies
Legal Studies	Visual Communication Design

## VCE COURSE REQUIREMENTS

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

Year 12 students are expected to take 10 units of study (5 subjects) of which English (any) Units 3 and 4 are compulsory.

Variations may occur due to exceptional circumstances.

**When selecting subjects, students should take into account performance in previous years in that subject (or related subjects) and career pathway options.**

As student subject selection forms are returned, we will begin structuring subject blockings that will enable Chairo Christian School to best cater for the upcoming VCE student body whilst also making the best use of the teaching staff with which we have been blessed. There may be situations where every subject an individual student selects for VCE cannot be met in a traditional classroom environment at Chairo. In these cases adjustments to subject selections or utilizing external providers may be required. Students will be guided through this process with a variety of counselling opportunities.

### CAREER ADVICE

Students in Years 10 and 11 will be involved in small group Course Selection Counselling Sessions, where subjects required for students' preferred post-secondary directions will be discussed. Individual Course Selection Counselling Sessions, if required, will be held with students after initial subject selections have been made.

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

- What requirements do I have to meet in order to complete my VCE?
- 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, Pathway Development Officer and friends?
- What units or combinations of units are going to be the most interesting and rewarding?

While the Pathway Development Coordinator is available to discuss career options, the onus is on the students to verify details.

The Pathway Development Coordinator has literature (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.

## SELECTING A PROGRAM

Listed on the following pages of this booklet are the VCE studies on offer to students at the Pakenham Campus of Chairo Christian School. **Please note subjects may be offered via classes held on campus, through the Distance Education Centre of Victoria or through a combination of Distance Education and tutorials. Classes offered will depend on the subject selection of students and the availability of qualified staffing.** There is a written description of what each unit involves. This will assist students in the process of making appropriate choices. Once again, we intend to build the blockings around actual subject selections.

Students will need to select the required number of subjects: Year 12 (5 subjects); Year 11 (6 subjects); Year 10 (ADVANCE Subject).

Any student who wishes to attempt an Extension Unit is required to apply in writing on the appropriate form, requesting permission to do so and providing reasons for the request. As mentioned in the General Information section of this booklet, students must remember that the Victorian Curriculum Assessment Authority (VCAA) has set the following regulations:

- All students must take 4 units of English (any);
- Units 3 and 4 are linked and must be studied in sequence;
- In order to receive the VCE Certificate, students must SATISFACTORILY COMPLETE at least 16 units in all. (These 16 units must include at least 3 units of English (any) and 3 Unit 3/4 sequences other than English).
- In order to receive an ATAR students must satisfactorily complete Unit 3 and Unit 4 of English (any).

NB: At Chairo Christian School we require Year 12 students to do at least 4 x Unit 3 and 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 score. The ‘normal’ workload of a student will be 22 units over two years with the possibility of extra units available through ADVANCE Subjects.

**NOTE:** Students **must** complete their VCE 2017 Subject Selection using the Timetabling Web Preference Service. Details on how to do this will be given in addition to this booklet. Once completed you will be given an email receipt. This needs to be signed by parents and submitted to the Administration Centre Assignment Box **by Monday 1 August 2016**. The VCE 2017 subject selection will be carefully read and collated by staff. A Chairo Staff member will speak individually with any students, where possible areas requiring clarification are identified.

Any student who is unable to access the Web Preference Service, can fill in the attached Subject Selection Sheet at the back of this booklet.

## **DISTANCE EDUCATION**

Study through the Distance Education Centre of Victoria and the Victorian School of Languages is a service available to students attending the Pakenham Campus of Chairo Christian School. Subjects that are selected by a small number of students may be offered via Distance Education or a combination of Distance Education and tutorials.

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 \$1120.00 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.

A school based Coordinator is appointed by Chairo each year to assist students with their external studies.

All work related to a student's distance education learning, including languages, should be submitted to the relevant Distance Education Centre by the due date. When corrected work is returned to the school, the student can collect it from the Coordinator. Students must retain a copy of all work submitted. Work submitted electronically must be circulated to the school's Distance Education Co-ordinator.

It is not the Distance Education Coordinator's role to ensure that work is completed and submitted by the due date; the onus is on the student.

Students are encouraged to have regular contact with their Distance Education Teacher and may use school phones and computers to maintain such contact. A school appointed Coordinator is available to administrate and "trouble-shoot" should any difficulties arise. If a student falls more than 3 continuous weeks behind in work, they will be advised by their Language or Distance Education teacher.

Each semester, students enrolled in particular units with the Distance Education Centre and The Victorian School of Languages, are provided opportunities to attend seminars pertinent to their area of study. Whilst these seminars are not compulsory, students are encouraged to attend as it facilitates interaction with participants from other schools and provides an opportunity for both students and staff to meet face to face. Students are advised of the dates of these seminars weeks in advance. Transportation and supervision of students attending seminars or other activities organised by the Distance Education Centre or the Victorian School of Languages are the sole responsibility of parents.

At Chairo, students have access to a telephone and computers, should they need to speak to, or communicate with their teacher. Weekly teacher-student contact is encouraged. In the past, students from Chairo undertaking study by distance education have been very successful.

## **VCE VOCATIONAL 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. VCE VET programs have Unit 1 to 4 recognition within the VCE.

The involvement of Chairo in the local 'VET Cluster' will mean that the offerings of VET Certificates can be 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.

**Please 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 include but are not limited to:

### **GippsTAFE**

- Animal Studies
- Automotive Technology Studies
- Painting and Decorating
- Creative Industries (Media)
- Engineering
- Floristry
- Hospitality
- Interior Design
- Laboratory Skills (Forensic Investigation)

### **Chisolm**

- Beauty Services
- Aged Care
- Cabinet Making
- Carpentry
- Early Childhood Education
- Fitness
- Hairdressing
- Health Services
- Home and Community Care
- Plumbing

### **Education Centre Gippsland**

- Business Administration
- Children's Services
- Photography

### **National Centre for Dairy Education**

- Agriculture

### **National Centre for Equine Education**

- Equine Studies

### **Warragul Regional College**

- Automotive
- Engineering

### **Drouin Secondary College**

- Dance
- Pre-apprentice Carpentry
- Hospitality
- Music

### **Chairo Christian School**

- Cleaning Operations
- Vetamorphus

**VET Certificates will incur an additional fee** (from \$1200—\$1800 per year), the school will not cover this cost. However, where applicable, Government funding may be available and will be forwarded to the families concerned to offset the costs of enrolling a student in VET.



# ADVANCE

Pakenham Chairo students have the opportunity to apply to participate in ADVANCE, a VCE Early Entrance Program, to start a VCE sequence during year 10. As the name ADVANCE suggests, students who take part in this program will be advanced from a year 10 subject into a VCE subject, as such it is important that they are prepared and able to make this transition. Students must apply for permission using the appropriate form provided (located at the end of this booklet). Extra copies are available from the Careers Office and at the Pakenham Senior School Expo.

Students at Year 10 level will have the opportunity to apply for entry to a wide range of subjects including Business Management, History, Media, Music, Outdoor and Environmental Studies, and Psychology. Only under special circumstances could a student ADVANCE into a subject not listed above.

To be selected for the ADVANCE 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;
- Complete the written application form and show evidence of their ability to complete the subject. (Prior reports will need to be shown)
- Undergo an interview involving the Head of Secondary and/or the VCE coordinator. Parents are also required to attend this interview.

Participating in ADVANCE does provide some definite advantages. It allows a Year 10 student to gain passes in some extra VCE units, whilst gaining increased familiarity with the VCE system. It provides Year 11 students with an opportunity to pass a 3/4 sequence unit early.

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.

It is very important that students consider selections for the total two-year program and not just the Year 10 program. Essentially, for a student to gain access to ADVANCE, they must prove that they have the ability to compete with students who are in year 11, whilst they themselves are in year 10. Further to this, they will also need to compete with students who are in year 12, whilst they are in year 11.

A student's entry into a unit 1/2 sequence in a subject in year 10 does not automatically secure their place in a unit 3/4 subject in year 11. Their position will be under review during year 10, and subject to critique based on engagement and proven ability.

In selecting subjects, each student must consider the VCAA's requirements and also consider carefully the subjects that may be needed for entry to tertiary institutions or particular careers.

## CALCULATING AN ATAR SCORE

ATAR (Australian Tertiary Admission Rank) is the score given to students at the completion of a satisfactory VCE. This score is used for admission into tertiary courses around Australia.

The ATAR is compiled using the Study Scores from each subject undertaken by a student. These are scores out of 50. Despite its name, the Study Score is actually a ranking or relative position which shows a student's performance compared with all other students who took the subject in that year. The ATAR is also a ranking of all students who completed their VCE studies for that year.

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

1. English (any) + top three studies (primary four)
2. 10% of any 5<sup>th</sup> and 6<sup>th</sup> 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.

Approved VCE VET Unit 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 CONTENT OUTLINES

Please note:

Subject costs relate to additional costs not covered in fees.  
They do not relate to Text Book costs which apply  
to most VCE subjects.

# ENGLISH

## Units 1 – 4

### **Area of Study 1 – Reading and Creating Texts / Reading and Comparing Texts**

Students explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. They investigate how the meaning of a text is affected by the contexts in which it is created and read. They develop analytical responses dealing with the ways in which texts convey meaning and various points of view on key issues. In Units 1 & 3 students use their understanding of these features to respond creatively to a text, whilst in Units 2 & 4 they critically compare two texts.

### **Area of Study 2 – Analysing and Presenting Argument**

Students focus on the analysis and construction of texts that attempt to influence an audience. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader. Students use these skills to both analyse and create persuasive texts.

## **ASSESSMENT**

<b>Units 1 &amp; 2</b>	S or N (Satisfactory or Not Satisfactory)	
<b>Units 3 &amp; 4</b>	School Assessed Coursework for Unit 3	25%
	School Assessed Coursework for Unit 4	25%
	End-of-year Examination	50%

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

**Additional Subject Costs:** Texts to be advised

**Sequence Requirements:** Of the four Units, three (3) must be satisfactorily completed. Units 3 & 4 must be completed in sequence to obtain a study score and an ATAR.

### **Text Selection:**

In Units 1 & 2, texts are selected by the school in accordance with strict guidelines set by the VCAA. In Units 3 & 4, texts must be selected from a list provided by the VCAA. All texts are carefully chosen based on the ideas, themes and issues they explore in addition to their potential for close literary analysis.

# ACCOUNTING

**Unit 1:** Focuses on the establishment of a small business and the appropriate management of the financial nature of the business. It introduces the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users. Recording and reporting is restricted to the cash basis. The unit examines the role of accounting in the decision-making process using single entry recording of financial data and information for the owner of a service business.

**Unit 2:** Focuses on accounting for a single activity sole trader. The unit utilises an accrual approach, using a single entry recording system for the recording and reporting of cash and credit transactions and stock. It uses financial and non-financial information to evaluate the performance of a business, and students use these evaluations to suggest strategies to the owner on how to improve the performance of the business.

**Unit 3:** Focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. The unit introduces the double entry system of recording using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

**Unit 4:** Extends the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision making process. Students learn about the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, financial performance and financial position. Students also evaluate the information prepared and analyse the results in order to suggest strategies to the owner.

## AREAS OF STUDY

Unit 1	Unit 2	Unit 3	Unit 4
1.Going into business  2.Recording financial data and reporting accounting information	1.Recording financial data and reporting accounting information  2.ICT in Accounting  3.Evaluation of business performance	1.Recording financial data  2.Balance day adjustments and reporting and interpreting accounting information	1.Extension of recording and reporting  2.Financial planning and decision making

## ASSESSMENT:

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

<b>Units 3 &amp; 4</b> School Assessed Coursework for Unit 3	25%
School Assessed Coursework for Unit 4	25%
End-of-year Examination	50%

**Prerequisites:** None

**Additional Subject Costs:** Texts to be advised

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

# BIOLOGY

**Unit 1:** In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment. A practical investigation related to the survival of an organism or species is undertaken

**Unit 2:** In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. A research investigation into, and communication of, an issue related to genetics and/or reproductive science is undertaken

**Unit 3:** 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. 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.

**Unit 4:** 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. 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. A practical investigation related to cellular processes and/or biological change and continuity over time is undertaken

## AREAS OF STUDY

Unit 1	Unit 2	Unit 3	Unit 4
1. How do organisms function? 2. How do living systems sustain life? 3. Practical investigation	1. How does reproduction maintain the continuity of life? 2. How is inheritance explained? 3. Investigation of an issue	1. How do cellular processes work? 2. How do cells communicate?	1. How are species related? 2. How do humans impact on biological processes? 3. Practical Investigation

## ASSESSMENT

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

<b>Units 3 &amp; 4</b> School Assessed Coursework for Unit 3	16%
School Assessed Coursework for Unit 4	24%
End-of-year Examination	60%

**Prerequisites:** Biology Unit 1 is strongly recommended before doing Units 3 & 4.

**Additional Subject Costs:** Texts to be advised

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

# BUSINESS MANAGEMENT

## Units 1 & 2

These units focus on the factors affecting business ideas and the internal and external environments within which businesses operate, the effect of these on planning a business, as well as, the legal requirements that must be satisfied to establish a business. Essential features of effective marketing, staffing and financial record keeping are also considered.

## Units 3 & 4

These units focus on the key processes and issues concerned with managing a business efficiently and effectively to achieve business objectives. The business's need to adapt and change to meet their objectives by reviewing data to determine performance and then develop strategies to manage change is also considered.

### AREAS OF STUDY

Unit 1	Unit 2	Unit 3	Unit 4
1. The business idea 2. External environment 3. Internal environment	1. Legal requirements and financial considerations 2. Marketing a business 3. Staffing a business	1. Business foundations 2. Managing employees 3. Operations management	1. Reviewing performance – the need for change 2. Implementing change

### ASSESSMENT

<b>Units 1 &amp; 2</b>	Satisfactory or Non-Satisfactory	
<b>Units 3 &amp; 4</b>	School Assessed Coursework for Unit 3	25%
	School Assessed Coursework for Unit 4	25%
	End-of-year Examination	50%

**Prerequisites:** None

**Additional Subject Costs:** Texts to be advised.

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

# CHEMISTRY

**Unit 1:** Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles; examine the modification of metals; assess the factors that affect the formation of ionic crystals; and investigate a range of non-metallic substances and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry and then apply their knowledge to determine the composition of substances. A research investigation is undertaken.

**Unit 2:** Students examine the polar nature of a water molecule and the relationship between inter and intramolecular 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 then apply these to determine concentrations of different species in water samples. A practical investigation into an aspect of water quality is undertaken.

**Unit 3:** Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and the amount of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells.

**Unit 4:** Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. A practical investigation related to energy and/or food is undertaken.

## AREAS OF STUDY

Unit 1	Unit 2	Unit 3	Unit 4
1. How can knowledge of elements explain the properties of matter? 2. How can the versatility of non-metals be explained? 3. Research investigation	1. How do substances interact with water? 2. How are substances in water measured and analysed? 3. Practical investigation	1. What are the options for energy production? 2. How can the yield of a chemical product be optimised?	1. How can the diversity of carbon compounds be explained and categorised? 2. What is the Chemistry of food? 3. Practical investigation

## ASSESSMENT

<b>Units 1 &amp; 2</b>	Satisfactory or Non-Satisfactory	
<b>Units 3 &amp; 4</b>	School Assessed Coursework for Unit 3	16%
	School Assessed Coursework for Unit 4	24%
	End-of-year Examination	60%

**Prerequisites:** None

**Additional Subject Costs:** Texts to be advised

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



# COMPUTING

## Units 1 & 2 - Computing

In Unit 1 students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In Unit 2 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.

## Units 3 & 4 - Informatics

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

### AREAS OF STUDY

Unit 1	Unit 2	Unit 3	Unit 4
<p style="text-align: center;"><b>Computing</b></p> 1.Data and graphic solutions 2.Networks 3.Collaboration and communication	<p style="text-align: center;"><b>Computing</b></p> 1.Programming 2.Data analysis and visualisation 3.Data management	<p style="text-align: center;"><b>Informatics</b></p> 1.Organisations and data management 2.Data analytics: drawing conclusions	<p style="text-align: center;"><b>Informatics</b></p> 1.Data analytics: presenting the findings 2.Information management

## Units 3 & 4 Software Development

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. 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.

### AREAS OF STUDY

Unit 1	Unit 2	Unit 3	Unit 4
<p style="text-align: center;"><b>Computing</b></p> See Computing above	<p style="text-align: center;"><b>Computing</b></p> See Computing above	<p style="text-align: center;"><b>Software Development</b></p> 1.Programming practice 2.Analysis and design	<p style="text-align: center;"><b>Software Development</b></p> 1.Software solutions 2.Interactions and impact

### ASSESSMENT

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

<b>Units 3 &amp; 4</b>	School Assessed Coursework for Unit 3	10%
	School Assessed Coursework for Unit 4	10%
	School Assessed Task for Units 3 and 4	30%
	End-of-year written examination	50%

**Prerequisites:** None

**Additional Subject Costs:** To be advised each year.

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

# ECONOMICS

## **Unit 1: The behaviour of consumers and businesses**

Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact.

## **Unit 2: Contemporary economic issues**

Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achieving this goal might result in degradation of the environment and the loss of key resources. Students consider the influence on the world's living standards of the decisions made and the actions taken in the global economy by investigating contemporary global issues and the trade-offs involved.

## **Unit 3: Australia's economic prosperity**

In this unit students develop an understanding of the macroeconomy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government's domestic macroeconomic goals and affect living standards.

## **Unit 4: Managing the economy**

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

### **AREAS OF STUDY**

Unit 1	Unit 2	Unit 3	Unit 4
1.Thinking like an economist 2.Decision making in markets	1.Economic growth, long term economic prosperity and environmental sustainability 2.Economic efficiency and equity 3. Global economic issues	1.An introduction to microeconomics 2.Domestic macroeconomics goals 3. Australia and the world economy	1.Aggregate demand policies and domestic economic stability 2.Aggregate supply policies

### **ASSESSMENT**

<b>Units 1 &amp; 2</b>	Satisfactory or Non-Satisfactory	
<b>Units 3 &amp; 4</b>	School Assessed Coursework for Unit 3	25%
	School Assessed Coursework for Unit 4	25%
	End-of-year Examination	50%

**Prerequisites:** None

**Additional Subject Costs:** Texts to be advised

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

# FOOD STUDIES

## **Unit 1: Food origins**

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

## **Unit 2: Food makers**

In this unit students investigate food systems in contemporary Australia. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products.

## **Unit 3: Food in daily life**

This unit investigates the many roles and everyday influences of food. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated.

## **Unit 4: Food issues, challenges and futures**

In this unit students examine debates about global and Australian food systems. They focus on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students examine individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices.

## **AREAS OF STUDY**

Unit 1	Unit 2	Unit 3	Unit 4
1. Food around the world 2. Food in Australia	1. Food industries 2. Food in the home	1. The science of food 2. Food choice, health and wellbeing	1. Environment and ethics 2. Navigating food information

## **ASSESSMENT**

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

**Units 3 & 4** School Assessed Coursework for Unit 3 30%

School Assessed Coursework for Unit 4 30%

End-of-year Examination 40%

**Prerequisites:** None

**Subject Costs:** Texts to be purchased.

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

# GEOGRAPHY

## **Unit 1: Hazards and disasters**

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena.

## **Unit 2: Tourism**

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments.

## **Unit 3: Regional resources**

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate three major processes that are changing land cover in many regions of the world.

## **Unit 4: Human population – trends and issues**

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

### **AREAS OF STUDY**

Unit 1	Unit 2	Unit 3	Unit 4
1.Characteristics of hazards  2.Response to hazards and disasters	1.Characteristics of tourism  2.Impact of tourism	1.Land use change  2.Land cover change	1.Population dynamics  2.Population issues and challenges

### **ASSESSMENT**

<b>Units 1 &amp; 2</b>	Satisfactory or Non-Satisfactory	
<b>Units 3 &amp; 4</b>	School Assessed Coursework for Unit 3	25%
	School Assessed Coursework for Unit 4	25%
	End-of-year Examination	50%

**Prerequisites:** None

**Additional Subject Costs:** Texts to be advised.

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

# HEALTH AND HUMAN DEVELOPMENT

## **Unit 1: The health and development of Australia's youth.**

Students develop an understanding of the concepts of health and individual human development by focusing 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.

## **Unit 3: Australia's health**

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 contribute to variations in health status. In addition students 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.

## **Unit 4: Global health and human development**

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. Students explore the role of international organisations 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.

### **AREAS OF STUDY**

Unit 1	Unit 2	Unit 3	Unit 4
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**

<b>Units 1 &amp; 2</b>	Satisfactory or Non-Satisfactory	
<b>Units 3 &amp; 4</b>	School Assessed Coursework for Unit 3	25%
	School Assessed Coursework for Unit 4	25%
	End-of-year Examination	50%

**Prerequisites:** None.

**Subject costs:** Text book and Work book to be purchased.

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

# HISTORY

## **Unit 1: Twentieth century history 1918-1939**

The first half of the 20<sup>th</sup> Century was characterised by rapid changes in politics, thinking, economies, artistic expression, and technologies. Students investigate how crises and conflicts emerged, such as the World Wars and Nazi dictatorship; how groups were affected by such crisis and conflicts, such as persecution; and the cultural expressions that emerged within the new order.

## **Unit 2: Twentieth century history 1945-2000**

The period after the end of the Second World War was marked by growing tensions between the USA and the USSR. Students investigate how this 'cold war' was played out in proxy wars such as in Vietnam, Korea and Afghanistan. Social movements emerging in this era also changed the way minority groups were viewed and students investigate these key movements as well as some of the issues facing the international community at the dawn of a new millennium.

## **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**

Unit 1	Unit 2	Unit 3	Unit 4
1.Ideology and Conflict	1.Competing ideologies	1.Causes of revolution	1.Causes of revolution
2.Social and cultural change	2.Challenge and change	2.Consequence of revolution	2.Consequence of revolution

### **ASSESSMENT**

<b>Unit 1 &amp; 2</b>	Satisfactory or Not-Satisfactory	
<b>Unit 3 &amp; 4</b>	School Assessed Coursework for Unit 3	25%
	School Assessed Coursework for Unit 4	25%
	End of Year Examination	50%

**Prerequisites:** None

**Subject Costs:** Texts to be advised

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

# LEGAL STUDIES

**Unit 1: Criminal Law and Justice** 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.

**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: Resolution and Justice** 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

Unit 1	Unit 2	Unit 3	Unit 4
1.Criminal Law	1.Civil Disputes	1.Role of parliament and the courts	1.Criminal cases & civil disputes
2.The Court room	2.Civil Law in Action	2.Relationship between law-making bodies	2.Court processes & procedures
	3.The Law in focus	3.Changing the law	3.Evaluation of the legal system

## ASSESSMENT

<b>Units 1 &amp; 2</b>	Satisfactory or Non-Satisfactory	
<b>Units 3 &amp; 4</b>	School Assessed Coursework for Unit 3	25%
	School Assessed Coursework for Unit 4	25%
	End-of-year Examination	50%

**Prerequisites:** None

**Additional Subject Costs:** Texts to be advised

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

# LITERATURE

## **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.

## **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.

## **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.

### **AREAS OF STUDY**

Unit 1	Unit 2	Unit 3	Unit 4
1. Reading practices	1. The text, the reader and their contexts	1. Adaptations and transformations	1. Literary perspectives
2. Ideas and concerns in texts	2. Exploring connections between texts	2. Creative responses to texts	2. Close analysis

### **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

**Additional Subject Costs:** Texts to be advised

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



# MATHEMATICS

## Units 1 & 2 FOUNDATION MATHEMATICS

Foundation Mathematics provides for the continuing mathematical development of students entering VCE who require mathematical skills in other VCE subjects, but also who do not wish 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 (Further)

General Mathematics (Further) provides a general course of study for a wide range of students and is open to all students with a pass in Mathematics at the 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.

## Units 1 & 2 MATHEMATICAL METHODS

The study is designed to enable students to develop mathematical knowledge and skills, apply mathematical knowledge to analyse, investigate, model and solve problems in a variety of situations and use technology as an effective support for mathematical activity. These units are to be studied together with Units 1 & 2 General (Specialist) as prerequisites for Units 3 & 4 Mathematical Methods and Specialist Mathematics.

## Units 1 & 2 GENERAL MATHEMATICS (Specialist)

General Mathematics (Specialist) provides a general background course of study for students wishing to study Mathematical Methods 3 & 4 and Specialist Mathematics 3 & 4. It is to be studied with Mathematical Methods Units 1 & 2 at the Year 11 level. This course is different from General Mathematics (Further) stream and will assist students with graphic calculator use, spreadsheets and graphing packages.

### AREAS OF STUDY

Foundation Mathematics	General Mathematics 1 & 2 (Further)	General Mathematics 1 & 2 (Specialist)	Mathematical Methods 1 & 2
1.Shapes, angles & symmetry 2.Fractions, decimals & percentages 3.Statistics, graphs & tables 4.Use of technology & data 5.Measurement	1.Algebra & Structure 2.Arithmetic & Number 3.Discrete Mathematics 4.Geometry, Measurement & Trigonometry 5.Graphs of linear relations 6. Statistics	1.Arithmetic 2.Algebra 3.Graphs 4.Geometry and Trigonometry	1.Functions and graphs 2.Algebra 3.Trigonometry 4.Probability 5.Calculus

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

**Additional Subject Costs:** Texts and type of graphics calculator to be advised

### Units 3 & 4 FURTHER MATHEMATICS

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs.

**Prerequisites:** General Mathematics (Further) and/or Mathematical Methods 1 & 2.

### Units 3 & 4 MATHEMATICAL METHODS

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

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

### Units 3 & 4 SPECIALIST MATHEMATICS

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference with and without the use of technology.

**Prerequisites:** Mathematical Methods Units 1 & 2 and General Mathematics (Specialist) Units 1 & 2.

### AREAS OF STUDY

Further Mathematics Units 3 & 4	Mathematical Methods Units 3 & 4	Specialist Mathematics Units 3 & 4
1.Data analysis 2. Recursion and financial modelling 3.Application - <u>Module 1:</u> Matrices <u>Module 2:</u> Networks and decision mathematics <u>Module 3:</u> Geometry and measurement <u>Module 4:</u> Graphs and relations	1.Functions and graphs 2.Algebra 3.Calculus - Differentiation - Integration - Applications 4.Probability	1.Coordinate Geometry 2.Circular (Trigonometry) Functions 3.Algebra (including complex numbers) 4.Calculus (including Kinematics and Vectors 5.Mechanics

### ASSESSMENT

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

<b>Units 3 &amp; 4</b>	School Assessed Coursework (all)	34%
	End-of-year Examination 1 - Further	33%
	- Methods & Specialist	22%
	End-of-year Examination 2 - Further	33%
	- Methods & Specialist	44%

**Additional Subject Costs:** Texts and type of graphics calculator to be advised

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

# MEDIA

**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.

**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

Unit 1	Unit 2	Unit 3	Unit 4
1.Representation	1.Media production	1.Narrative	1.Media process
2.Technologies of representation	2.Media industry production	2.Media production skills	2.Social values
3.New media	3.Australian Media organisations	3.Media production design	3.Media influence

## ASSESSMENT

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

**Units 3 & 4** School Assessed Coursework 55%

End-of-year Examination 45%

**Prerequisites:** None

**Additional Subject Costs:** Texts to be advised

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

# MUSIC PERFORMANCE

**Unit 1:** This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

**Unit 2:** This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges.

**Unit 3:** This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance.

**Unit 4:** This unit focuses on further development and refinement of performance and musicianship skills. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance.

## AREAS OF STUDY

Unit 1	Unit 2	Unit 3	Unit 4
1.Performance 2.Preparing for performance 3. Music Language	1.Performance 2.Preparing for performance 3. Music Language 4. Organisation of sound	1.Performance 2.Preparing for performance 3. Music Language	1.Performance 2.Preparing for performance 3. Music Language

## ASSESSMENT

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

<b>Units 3 &amp; 4</b>	School Assessed Coursework for Unit 3	20%
	School Assessed Coursework for Unit 4	10%
	End-of-year Performance Examination	50%
	End-of-year Aural and Written Examination	20%

**Prerequisites:** None

**Additional Subject Costs:** Texts to be advised

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

# MUSIC INVESTIGATION

## Music Investigation follows on from Music Performance Units 1 & 2

**Unit 3:** In this unit students design and conduct an investigation into performance practices that are characteristic of a music style, tradition or genre. They describe and explore their selected Investigation Topic and its practices through critical listening, analysis and consideration of technical, expressive and contextual issues, and through composition, improvisation or arrangement and performance. Students begin by researching a representative sample of music and related contextual issues. They develop their knowledge and understanding of techniques and ways of achieving expressive outcomes and other aspects relevant to performance practice in the style, tradition or genre they are investigating.

Students develop and maintain a portfolio to document evidence of their research and findings. The portfolio also includes exercises, sketches or recorded improvisations that demonstrate their developing understanding of the Investigation Topic. Concurrently, students select, rehearse and prepare to perform a program of works that are representative and characteristic of their Investigation Topic.

**Unit 4:** In this unit students refine the direction and scope of their end-of-year performance program. They also compose, improvise or arrange and perform a work that is characteristic of the music style, tradition or genre they are investigating and continue developing their understanding of relevant performance practices. Students continue to listen to the work of other performers and develop their ability to execute technical and expressive demands and apply performance conventions to realise their intended interpretations of each work.

### AREAS OF STUDY

Unit 3	Unit 4
1. Investigation	1. Preparing a Performer's Statement
2. Composition / improvisation / arrangement	2. Composition / improvisation / arrangement
3. Performance	3. Performance

### ASSESSMENT

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

<b>Units 3 &amp; 4</b> School Assessed Coursework for Unit 3	30%
School Assessed Coursework for Unit 4	20%
End-of-year Performance Examination	50%

**Prerequisites:** Students are encouraged to first complete Music Performance Units 1 & 2 before commencing Music Investigation Units 3 & 4.

**Additional Subject Costs:** Texts to be advised

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

# MUSIC STYLE & COMPOSITION

**Unit 1:** In this unit students explore and develop their understanding of the diverse practice of music creators working in different times, places and traditions. As they listen and respond to a wide range of music they become familiar with ways composers/music creators treat elements of music and use compositional devices to create music works that communicate their music ideas. Students analyse selected works from three distinct music styles including music that is not from the Western art music or popular repertoires, and consider the role that context plays in the creation of these works. They compose and/or arrange brief creative exercises.

**Unit 2:** In this unit students extend their understanding of the diverse practices of music creators as they investigate ways composers and/or creators treat elements of music and use compositional devices to create effects and elicit responses in multi-disciplinary forms. Students analyse specific multi-disciplinary works that combine music and non-music elements and investigate how music combines with these other elements to achieve specific effects and elicit responses. They compose and/or arrange music for a multi-disciplinary work of their choice.

**Unit 3:** In this unit students expand their knowledge of ways composers/music creators manipulate elements of music and use compositional devices to create style and elicit responses. Students apply this knowledge as they develop skills in making critical responses to music excerpts. Students develop knowledge about the music characteristics and style of two selected works or collections of minor works, one of which must be by an Australian composer/creator, and develop understanding of the role that context plays in the creation of these works.

**Unit 4:** In this unit students consolidate their understanding of the diverse practices of music creators. They apply this knowledge as they formulate and present critical responses to music excerpts. Students develop knowledge about the music characteristics and style of one short work, single movement or small collection of minor works created since 1950, and develop understanding of the role that context has played in the creation of this work. Students create an original music work and document their creative processes from initial intention to final outcome.

## AREAS OF STUDY

Unit 1	Unit 2	Unit 3	Unit 4
1.Responses to music 2.Organistaion and context 3. Creative responses	1.Responses to music 2.Organistaion and context 3. Creative processes in music for multi-disciplinary forms	1.Responses to music 2.Organistaion and context 3. Creative responses	1.Responses to music 2.Organistaion and context 3. Creative processes

## ASSESSMENT

<b>Units 1 &amp; 2</b>	Satisfactory or Non-Satisfactory	
<b>Units 3 &amp; 4</b>	School Assessed Coursework for Unit 3	15%
	School Assessed Coursework for Unit 4	15%
	Externally-Assessed Task	30%
	End-of-year Aural and Written Examination	40%

**Prerequisites:** None

**Additional Subject Costs:** Texts to be advised

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

# OUTDOOR AND ENVIRONMENTAL STUDIES

## 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

Unit 1	Unit 2	Unit 3	Unit 4
<b>Exploring outdoor experiences</b> 1. Motivations for outdoor experience 2. Experiencing outdoor environments	<b>Discovering outdoor environments</b> 1. Investigating outdoor environments 2. Impacts on outdoor environments	<b>Relationships with outdoor environments</b> 1. Historical relationships with outdoor environments 2. Contemporary relationships with outdoor environments	<b>Sustainable outdoor relationships</b> 1. Healthy Outdoor environments 2. Sustainable outdoor environments

### ASSESSMENT

<b>Units 1 &amp; 2</b>	Satisfactory or Non-Satisfactory	
<b>Units 3 &amp; 4</b>	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.

**Subject Costs:** To be advised each year (approximately \$500).

**Sequence Requirements:** The completion of Units 1 and 2 is highly recommended before undertaking Units 3 and 4. Units 3 and 4 must be completed in sequence to obtain a study score.

# PHYSICAL EDUCATION

## **Unit 1: The human body in motion**

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

## **Unit 2: Physical activity, sport and society**

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

## **Unit 3: Physical Activity Participation and Physiological Performance**

In this unit 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**

This unit looks at improvements in performance, in particular fitness, in relation to training. Students undertake an activity analysis, 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 (legal and illegal substances) and methods of performance enhancement.

### **AREAS OF STUDY**

Unit 1	Unit 2	Unit 3	Unit 4
1.How does the musculoskeletal system work to produce movement? 2.How does the cardiorespiratory system function at rest and during physical activity?	1.What are the relationships between physical activity, sport, health and society 2.What are the contemporary issues associated with physical activity and sport?	1.Monitoring & promotion of physical activity 2.Physiological responses to physical activity	1.Planning implementing & evaluating a training program 2.Performance enhancement & recovery practices

### **ASSESSMENT**

<b>Units 1 &amp; 2</b>	Satisfactory or Non-Satisfactory	
<b>Units 3 &amp; 4</b>	School Assessed Coursework for Unit 3	25%
	School Assessed Coursework for Unit 4	25%
	End-of-year Examination	50%

**Prerequisites:** None

**Additional Subject Costs:** Texts to be advised

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



# PHYSICS

**Unit 1:** In this unit students explore some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. They consider thermal concepts by investigating heat and assessing the impact of human use of energy on the environment. Students evaluate common analogies used to explain electricity and investigate how electricity can be manipulated and utilised. They examine current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

**Unit 2:** In this unit, students explore the power of experiments in developing models and theories. They make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored including through indirect observations. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. They choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. A student-designed practical investigation related to content drawn from is undertaken

**Unit 3:** In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects.

**Unit 4:** In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter.

## AREAS OF STUDY

Unit 1	Unit 2	Unit 3	Unit 4
1.How can thermal effects be explained? 2.How do electric circuits work? 3.What is matter and how is it formed?	1.How can motion be described and explained? 2.Options 3.Practical investigation	1.How do things move without contact? 2.How are fields used to move electrical energy? 3.How fast can things go?	1.How can waves explain the behaviour of light? 2.How are light and matter similar? 3.Practical investigation

## ASSESSMENT

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

**Units 3 & 4** School Assessed Coursework for Unit 3 21%

School Assessed Coursework for Unit 4 19%

End-of-year Examination 60%

**Prerequisites:** Year 11 Physics and Year 11 Maths Methods

**Additional Subject Costs:** Texts to be advised

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

# Production Design and Development

## **Unit 1: Product re-design and sustainability**

Provides an introduction and structured approach towards the Product design process and Product design factors. 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 and consider the associated human-centred design factors. They design a product within a range, based on a theme, or a component of a group product. 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. The second area of study focuses on examining how a range of factors influence the design and development of products within industrial manufacturing settings. Students then commence work on the production of the product developed.

## **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 will continue to develop and safely manufacture the product designed in Unit 3, using materials, tools, equipment and machines, 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.

### **AREAS OF STUDY**

Unit 1	Unit 2	Unit 3	Unit 4
1.Product redesign for improvement 2. Producing and evaluating a re-designed product	1. Designing within a team 2.Producing & evaluating a collaboratively designed product	1. The designer, client &/or end user in product development 2. Product development in industry 3.Designing for others	1.Product analysis and comparison 2.Product manufacture 3. Product evaluation

### **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:** Texts to be purchased as per book list. Materials costs above \$120 will need to be covered by student.

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

# PSYCHOLOGY

## **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. They consider the complex nature of psychological development. Students examine the contribution that studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

## **Unit 2: How do external factors influence behaviour and mental processes?**

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

## **Unit 3: How does experience affect behaviour and mental processes?**

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.

## **Unit 4: How is wellbeing developed and maintained?**

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.

### **AREAS OF STUDY**

Unit 1	Unit 2	Unit 3	Unit 4
1.How does the brain function? 2.What influences psychological development? 3. Student-directed research investigation	1.What influences a person's perception of the world? 2.How are people influenced to behave in particular ways?	1.How does the nervous system enable psychological functioning? 2.How do people learn and remember?	1.How do levels of consciousness affect mental processes and behaviour? 2.What influences mental wellbeing? 3. Practical investigation

### **ASSESSMENT**

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

**Units 3 & 4** School Assessed Coursework for Unit 3 16%

School Assessed Coursework for Unit 4 24%

End-year Examination 60%

**Prerequisites:** None

**Additional Subject Costs:** Texts to be advised

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

# STUDIO ARTS

## **Unit 1: Studio inspiration and techniques**

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

## **Unit 2: Studio exploration and concepts**

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks.

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

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

## **Unit 3: Studio practice and art industry contexts**

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4.

### **AREAS OF STUDY**

Unit 1	Unit 2	Unit 3	Unit 4
1. Researching and recording ideas 2. Studio practice 3. Interpreting art ideas and use of materials and techniques	1. Exploration of studio practice and development of artworks 2. Ideas and styles in artworks	1. Exploration proposal 2. Studio process 3. Artists and studio practices	1. Production and presentation of artworks 2. Evaluation 3. Art industry contexts

### **ASSESSMENT**

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

**Units 3 & 4** School Assessed Coursework 10%  
 School Assessed Task for 60%  
 End-of-year Examination 30%

**Prerequisites:** Strongly recommend Year 10 Art and Design for Units 1 & 2

**Subject Costs:** Texts to be advised, plus materials costs.

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

# THEATRE STUDIES

## Units 1 & 2

**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 1880'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:** In this unit students develop an interpretation of a playscript through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen playscript excerpts.

**Unit 4:** In this unit students study a scene and associated monologue and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation.

### AREAS OF STUDY

Unit 1	Unit 2	Unit 3	Unit 4
1.Pre-Modern theatre	1.Modern theatre	1.Production process	1.Monologue interpretation
2.Interpreting playscripts	2.Interpretation through stagecraft	2.Theatrical interpretation	2.Scene interpretation
3.Analysing a play in performance	3.Analysing a play in performance	3. Production analysis	3.Performance analysis

### ASSESSMENT

<b>Units 1 &amp; 2</b>	Satisfactory or Non-Satisfactory	
<b>Units 3 &amp; 4</b>	School Assessed Coursework	45%
	End-of-year written Examination	30%
	End-of-year performance Examination	25%

**Prerequisites:** None

**Subject Costs:**

**Units 1 & 2** – Texts to be advised, plus 2 x Theatre Tickets.

**Units 3 & 4** - Texts to be advised, plus 2 x Theatre Tickets.

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

# VISUAL COMMUNICATION DESIGN

## **Unit 1: Introduction to visual communication design**

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

## **Unit 2: Applications of visual communication design**

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

## **Unit 3: Design thinking and practice**

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes.

## **Unit 4: Design development and presentation**

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

### **AREAS OF STUDY**

Unit 1	Unit 2	Unit 3	Unit 4
1. Drawing as a means of communication 2. Design elements and design principles 3. Visual communication design in context	1. Technical drawing in context 2. Type and imagery 3. Applying the design process	1. Analysis and practice in context 2. Design industry practice 3. Developing a brief and generating ideas	1. Developing a brief 2. Development work 3. Final presentations

### **ASSESSMENT**

<b>Unit 1 &amp; 2</b>	Satisfactory or Non-Satisfactory	
<b>Unit 3 &amp; 4</b>	School Assessed Coursework for Unit 3	20%
	School Assessed Coursework for Unit 4	5%
	School Assessed Task	40%
	End-of-year Examination	35%

**Prerequisites:** Strongly recommended completion of Units 1 & 2 for Units 3 & 4.

**Subject Costs:** Text book plus materials to be advised.

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

# CLEANING OPERATIONS

Cleaning Operations is a school based Traineeship that credits students with a percentage boost to their final ATAR (10% of their best 4 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 time frame
- Window cleaning techniques
- Vacuuming 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 week nights (this is where they experience their on the job training).
- Students need to be available to work 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 the student's employers, Quality Cleaning.

**Time Commitments:** Approximately 2 - 4 hours per week as well as students employed cleaning hours.

# VETAMORPHUS

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 \$1500. 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. The class will run after school hours.



# VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is an alternative senior secondary qualification to the Victorian Certificate of Education (VCE). 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.

STRAND	INTERMEDIATE	SENIOR
Literacy Skills	VCE Foundation English Unit 1 VCE Foundation English Unit 2	Literacy Skills – Senior Reading & Writing Literacy Skills – Senior Oral Communication
Numeracy Skills	VCE Foundation Maths Unit 1 VCE Foundation Maths Unit 2	Numeracy Skills – Senior Advanced Numeracy Skills - Senior
Work Related Skills (WRS)	WRS – Intermediate Unit 1 WRS – Intermediate Unit 2	WRS – Unit 1 WRS – Unit 2
Personal Development Skills (PDS)	PDS – Intermediate Unit 1 PDS – Intermediate Unit 2	PDS – Senior Unit 1 PDS – Senior Unit 2
Industry Specific Skills	VET Certificate Course	VET Certificate Course
Structured Workplace Learning (SWL)	Work Placement	Work Placement

**Prerequisites:** None

**Additional Subject Costs:** There will 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.

# ADVANCE

## Application Form UNITS 1 & 2 ONLY

**Note: Students in Year 10 and 11 in 2017 have the opportunity of applying to undertake one advanced VCE Subject. (Please carefully read the information in the Selection Booklet outlining the ADVANCE Policy.)**

Please note: All extension subjects that are offered below are dependent on student numbers selecting the subject, on the number of Year 11 students selecting the subject, and on the physical limitations of fitting students into a practical timetable. Every effort is made to give students their first choice, but this is not always possible due to the conditions mentioned above.

### **Year 10 → 11 ADVANCE subjects**

- Business Management
- History
- Media
- Music
- Outdoor and Environmental Studies
- Psychology

**Please remember that whilst you are welcome to apply for one of the above ADVANCE offerings, admission to this unit is dependent on the approval of the Head of Senior School and/or the VCE coordinator, as outlined in the Subject Selection Booklet, pg8.**



CHAIRO CHRISTIAN SCHOOL

# ADVANCE

## Application Form UNITS 1 & 2 ONLY

NAME: \_\_\_\_\_

HOME GROUP (2016) \_\_\_\_\_ YEAR LEVEL (2016): \_\_\_\_\_

EXTENSION SUBJECT: \_\_\_\_\_

REASON FOR APPLICATION and EVIDENCE TO SUPPORT APPLICATION  
*Please attach a typed single page letter outlining your suitability to gain access to the ADVANCE program. Ensure your address the following criteria:*

1. *How this subject suits your career pathway*
2. *Explain why your performance in past subjects makes you suitable to complete an ADVANCE subject*
3. *Explain your understanding of what is required to complete a VCE subject.*

**Note:** Please carefully complete the details on this form and return to the Administration Centre Assignment Box by **Monday 1 August 2016**. Your subject application will not be considered after this date.

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



# CHAIRO CHRISTIAN SCHOOL

## CHANGE OF VCE UNIT 2017 REQUEST FORM

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Current Homegroup 2016: \_\_\_\_\_

**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.**

<b>Original Unit</b>	<b>Teacher's Signature</b>
<b>New Unit</b>	<b>Teacher's Signature</b>

<b>Original Unit</b>	<b>Teacher's Signature</b>
<b>New Unit</b>	<b>Teacher's Signature</b>

**The reason for seeking the changes are:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Implement Changes

VCE Coordinator Signature: \_\_\_\_\_

Yes/No (Circle One )

→ Entered on Timetabler (MMT)

# 2017 VCE

## SUBJECT SELECTION INSTRUCTIONS

**For 2017 Students will be making their subject selections using an online tool called Web Preferences.**

**Details on how to do this will be sent out to all students.**

The form on the following page is to be used for any student who is unable to use the Web Preference service.

### **INSTRUCTIONS:**

**Year 12 students in 2017:** Please select five subjects that you would like to study from the 2016 offerings. **Order them according to preference** (extremely important for producing the most appropriate blocking of subjects), and indicate if they are VCE or VET subjects.

**Year 11 students in 2017:** Please select eight subjects (of which six will be studied) that you would like to study in 2017. The list on page 4 will give an indication of VCE subjects, remembering that English is the only compulsory subject at Year 11. VET courses may be included in your list, with the list on page 7 giving an indication of these. **Order them according to preference** (extremely important for producing the most appropriate blocking of subjects) and indicate if they are VCE, VET or ADV for ADVANCE studies.

**Due Date:** Students should submit their completed form to the Administration Centre Assignment Box no later than **MONDAY 1 August 2016**. A late fee of \$10 is payable for students who submit their subject selection form after the due date.



**CHAIRO CHRISTIAN SCHOOL - PAKENHAM CAMPUS**  
**SUBJECT SELECTION FORM - VCE 2017**

Student Name \_\_\_\_\_

I am entering (please circle):      Yr 12 in 2017      Yr 11 in 2017

The VCE subjects I am doing this year are: \_\_\_\_\_

**Remember preference order is important.**

<b>Course Code</b> (VCE, VET, VCAL etc)	<b>UNIT</b> (1/2 or 3/4)	<b>Subject</b>

While every effort will be made to accommodate individual student courses, no guarantee is made that all subject selections will have a formal class at Chairo. Some students may be required to choose alternative subjects or complete studies through another provider such as DECV or TAFE.

Selection Forms must be returned to the Administration Centre Assignment Box by **Monday 1 August 2016**.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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.