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International Student Code: CRICOS Code 00861K
Provider: Department of Education and Training
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SENIOR SCHOOL TEAM 2016

HEAD OF SENIOR SCHOOL: Ms Maureen Theobald
SENIOR SCHOOL LEADER: Mr Nick Creed
YEAR 12 CO-ORDINATORS: Mrs Linda Crook, Mr Wayne Griffin
YEAR 11 CO-ORDINATORS: Miss Claire McCormack, Miss Brittany Barber
VCE SUPPORT MENTORING: Mrs Linda Crook, Mr Wayne Griffin
VASS & LANGUAGE COORDINATOR: Mrs Tina Danisch
INTERNATIONAL STUDENTS COORDINATOR: Mrs Linda Smith
INTERNATIONAL STUDENTS SUPPORT: Mrs Susan Stratford

*The 2017 Senior School Team and structure will be confirmed mid Term 4 2016

Glossary of Terms

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<th>Term</th>
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<tr>
<td>DET</td>
<td>Department of Education and Training</td>
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<td>ATAR</td>
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<td>DES</td>
<td>Derived Examination Score</td>
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<td>VCE VET</td>
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This information booklet is designed to help Year 10 and 11 students and their parents/carers make appropriate and informed choices about VCE units and program selection for 2017. It also provides some information and an overview about the operation and structure of the VCE.

Moving into VCE is an important time. There are a range of considerations that should be taken into account when choosing VCE subjects. These include:

**Career intentions**
Studies should be appropriate for the career a student intends to follow.

**Future options**
In choosing a VCE course, students should endeavour to keep career and further study options as open as possible. Consider two or three possible VCE Courses rather than just one.

**Prerequisite subjects for tertiary courses**
Many courses at universities have prerequisite studies. Students should research the prerequisites for courses they are interested in. Prerequisites are compulsory to gain entry into those courses.

**Interests and abilities**
It is important that a student choose studies which interest them and in which they can achieve. Students who choose unwisely and are unable to cope with a study may lose confidence and find themselves struggling in other studies as well.

**Achieving a balance**
It is important to maintain a balance between career interests and the value of education in its own right. Students should attempt to balance their emotional, intellectual, physical and artistic needs when choosing their subjects.

Subjects will only run in 2017 if there is sufficient demand from students. The feasibility of a class running is dependent on many variables and constraints: the timetable, the minimum class size and the physical and human resources available. Many of these issues cannot be dealt with until late in the year when results are known and the program for the rest of the school is determined. The college will always endeavour to satisfy the choices and requirements of as many students as possible. Unfortunately there can be situations where students may not receive their first choice.

Take time to select subjects as this will form the basis for the draft timetable blocks and arrangements for next year’s VCE program.

**COMMITMENTS REQUIRED BY ALL VCE STUDENTS**
It is expected that all students entering the senior years of the school will:

- To complete all coursework, school assessed tasks, SACs and Examinations on time and to the best of their ability.
- To spend at least the recommended time on homework: two and a half to three hours per night for Unit 1&2 subjects, three to three and a half hours per night for Unit 3&4 subjects.
- To spend no more than 10 hours per week on employment.
- To follow all college rules and values with good grace.
- To participate fully in college activities.
- To treat all teachers and all other class members with respect.
- To attend all classes unless ill or for an approved reason.
- To inform their teacher and Year Level Coordinator of any difficulties they may be having in completing coursework or assessment tasks well before the due date and to submit medical certificates where necessary.
- To complete all drafts of work as required and then to keep copies of all work required for assessment. This is important for authentication.
- Being aware of the requirements and procedures of VCE and the college and to work within them, this includes attendance, uniform and discipline requirements.
SELECTING A VCE PROGRAM – SOME GENERAL ADVICE

This handbook should be studied carefully so that students are fully aware of the studies, prerequisites and options.

Students and their parents/carers should discuss possible choices together before making a final selection. Teachers and careers staff should also be consulted, especially when doubt exists as to the student’s abilities, relevance of a course to career goals, content, assessment or any other matters. Students should carefully consider their interests, abilities and prerequisites for various courses when making choices. Looking at possible future careers and course options is an important part of this process and the Careers Coordinator is available to see students and parents (an appointment is required).

Year 10 Students 2016

Students with a particular course in mind are advised to check the prerequisite subjects in the Prerequisites for 2019 Tertiary Supplement published in August and uploaded on the intranet / careers middle school page in August and in the Herald Sun supplement provided to students on 4th of August.

Year 11 Students 2016

Students with a particular course in mind must check prerequisite subjects in the VICTER 2018.

A THREE YEAR VCE

While most students at Mount Waverley Secondary College undertake a two year program, under exceptional circumstances, students may be offered the opportunity to take their VCE over a three year period. Exceptional circumstances are defined as:

- Serious medical or environmental factors supported by statements from relevant experts
- A proven commitment to a representative sport which requires significant training time during normal school hours
- A physical or learning disability/impairment which is ongoing and has, or is likely to have, a significant impact on a student’s studies
- An interrupted learning program due to overseas study or parents’ work commitments, or a hardship because of lack of basic English language skills.

In all of the above, applications to undertake a three year VCE must be accompanied by the relevant documentation required to support the application.

Students applying for a 3 year VCE course must seek approval from the Head of Senior School.

All students should carefully consider the type of program they wish to complete in their VCE. As discussed above, student ability, interests and prerequisites for courses should all be taken into consideration when determining a meaningful VCE course.

Prerequisite units - ‘Required units’

These are units that you must do to enter a particular course at a tertiary institution. All prerequisites must be met before an applicant is eligible to be selected for that course. Prerequisites are at Units 1 & 2 and Units 3 & 4 levels. Always check the specific prerequisite requirements for a course using Prerequisites for 2019 or see the careers team.

Year 11 Students undertaking Units 3 & 4

There will be an opportunity for some Year 11 students to undertake a Unit 3 & 4 subject in their program next year.

Students will attend class with Year 12 students. It is expected they will possess very good organisational skills, a desire to complete a Unit 3 & 4 subject as well as a sound academic record. Students with the requisite skills are encouraged to enrol in a Unit 3 & 4 subject in Year 11. This provides students with a sixth VCE subject which contributes to their ATAR and allows them to experience the demands and requirements of a Year 12 subject.

Additional Course requirements and costs

This is information regarding excursions, other activities, and any additional costs students will be required to meet in order to complete their study. These additional costs are covered in the subject description in this booklet.
**2017 VCE CURRICULUM**

**VICTORIAN CERTIFICATE OF EDUCATION (VCE)**

The VCE is governed by the Victorian Curriculum and Assessment Authority (VCAA) which is responsible for the curriculum, assessment and reporting of both the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).

For further information, refer to the VCAA website: www.vcaa.vic.edu.au

**CURRICULUM**

VCE studies are made up of semester length units, representing approximately 100 hours of work of which 50 to 60 hours are class time. Studies offer a sequence of four units, delivery is generally one unit studied in each of four semesters over two years. Students at Mount Waverley Secondary College usually study twelve Units 1 & 2 in Year 11 and ten Units 3 & 4 in Year 12. Over the two VCE years, students will aim to complete a total of 22 units from a range of studies.

Units 3 & 4 must be studied as a sequence and have external assessments and exams, while Units 1 & 2 are assessed within the college. All studies are designed in such a way that some Units 3 & 4 sequences can theoretically commence without prerequisites. However, a sound study background in a particular area will assist with VCE units.

Staff will offer advice to students / parents / carers at the end of Year 11 about subject choices for Units 3 & 4, based on their Units 1 & 2 results and prerequisites for some subjects.

**To be awarded the VCE Certificate:**

The minimum requirement for a student’s program for the award of the VCE is satisfactory completion of 16 units which include:

- Three units from the English group (see below)
- Three sequences of Units 3 & 4 studies other than English, can include VCE VET Unit 3 & 4 sequences.

**English requirements**

Three units of English may be selected from English Units 1 - 4, English/EAL Units 3 & 4, English Language Units 1 - 4, and Literature Units 1 - 4.

No more than two units at Units 1 & 2 levels selected from English Units 1 & 2, English Language Units 1 & 2, and Literature Units 1 & 2 may count towards the English requirement.

An English sequence will count as a sequence other than English when (a) it is additional to a student satisfying three units from the English group, or (b) the student has satisfied more than one sequence from the English group.

Students may not obtain credit for both English Units 3 and 4 and English EAL Units 3 and 4 and therefore are usually only enrolled in one of these sequences.

**UNIT OUTCOMES**

Each VCE unit includes a set of two to four outcomes. These outcomes must be achieved for satisfactory completion of the unit. Achievement of the outcomes is based on the teacher’s assessment of the student’s performance on assessment tasks, class work, homework and other activities designated for the unit.

Satisfactory completion of units is determined by the school, in accordance with the Victorian Curriculum and Assessment Authority requirements. Students will receive information regarding assessment and other activities at the beginning of the unit.

**ASSESSMENT OF VCE UNITS 3 & 4**

All studies have both school assessment and examination(s).

There are three assessments reported as grades (A+ to E satisfactory; UG unsatisfactory) for each study.

**School Assessed Coursework (SACs)**

School assessed coursework is made up of a number of assessment tasks that are specified in the study design. These assessment tasks are used to assess the unit learning outcomes.

- Assessment tasks are part of the regular teaching and learning program
- Tasks must be completed mainly in class time
- Tasks are to be completed in a limited time frame.

**School Assessed Tasks (SATs)**

A small number of studies have school assessed tasks (SATs). In 2017, Product Design and Technology (Wood), Food Technology, Media, Studio Arts, Systems Engineering and Visual Communication and Design have SATs.
Determining and reporting grades

Students’ scores will be determined from the rankings given by their teacher on a set of assessment and performance criteria specified by the Victorian Curriculum and Assessment Authority (VCAA).

To ensure that schools’ assessments are comparable throughout the state; schools’ scores for school assessed tasks and coursework in Units 3 & 4 are moderated using the General Achievement Test (GAT), and if necessary the assessments will be reviewed by VCAA.

Students and their parents/carers should be aware that if a student fails to meet the outcome for a task on the first attempt, the student will be allowed to sit for a resit task the following week after school. If the task is one which is graded, the original grade cannot be altered, only the N (Not Satisfactory) can be changed to an S (Satisfactory) for the unit if the student achieves the stated outcomes on the second attempt.

Examinations - Units 3 & 4

In 2017 all externally assessed written examinations will be conducted in late October / November.

Performance/oral examinations are held in October. Grades for all examinations are determined by VCAA. Final results for Units 1 - 4 are issued in December.

Study Scores

In order to qualify for a Study Score, a student must have satisfactorily completed Units 3 & 4 in that study.

Students’ overall achievements for each study will be calculated by VCAA and reported as a Study Score (Relative Position) on a scale of 0 to 50. The Study Scores are used to determine the ATAR (Australian Tertiary Achievement Ranking) for the student (if the student has satisfactorily completed their VCE and has applied for a tertiary course through VTAC).

Vocational Education and Training (VET)

VET programs are fully integrated into the VCE. This means that they are independent studies at Units 1, 2, 3 and 4 levels. Students are able to include a VET Unit 3 & 4 sequence as one or more of the three studies other than English needed to gain their VCE.

VET programs have full VCE study status. VET provides additional breadth to the VCE and gives students a nationally recognised training credential endorsed by industry.

Full VCE study scores are available for VCE VET Units 3 & 4. Some VCE VET results contribute directly into the calculation of the ATAR. Other VET courses may contribute to an increment (5th or 6th subject).

Scored VCE VET studies have two Graded Assessments for each Unit 3 & 4 sequence.

Tertiary Entrance

The tertiary entrance requirements change annually and students/parents/carers need to check that details are appropriate to the year they will seek entry to tertiary courses. Year 10 students should check the Prerequisites for 2019 Tertiary Entrance Requirements published in the daily papers in July/August 2017 or make an appointment with the Careers Coordinator.

The Australian Tertiary Admission Rank (ATAR)

The ATAR is calculated by adding together the study score in the English /EAL study plus the three next best study scores (the ‘primary four’) and then adding 10% of the score obtained for a maximum of two other studies in Units 3 & 4. Completion of a higher education study can count as an increment only.

NOTE: Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student’s Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 & 4 of an English sequence is also required.

Students who do a first year university study at Year 12 will have demonstrated their ability to cope with university standard work, and this may influence selection officers when they are considering a student’s application to do a tertiary course. If passed, such studies gain credit towards a degree upon entry to university.
VCE REQUIREMENTS

PROMOTION

In most instances entry into Year 12 depends upon satisfactory completion (S) of a minimum of ten units. Continuation in a subject requires assessment grades which indicate competence in that subject. This is generally indicated by a ‘C’ grade or better. Results achieved under examination conditions are particularly important. Promotion is considered in consultation with parents/carers.

In addition, parents/carers have the opportunity to attend formal interviews at Parent-Student-Teacher Conferences. Parents/carers may request an interview with a Subschool Leader or Year Level Coordinator at any time if they have concerns about their child’s progress. Attending parent teacher conferences and ensuring feedback in semester reports are discussed at home will support progress.

ATTENDANCE

At Mount Waverley Secondary College ALL students in Years 11 and 12 are required to attend college for a minimum of 90% of scheduled classes to complete the year or the semester unit satisfactorily. Absences covered by medical certificates or appropriate professional evidence are not normally included in the 90%. Lateness to class will be treated as an absence on a pro-rata basis. If students are ill and have missed the date for completion of coursework, a valid medical certificate must be provided immediately on return to school before the student will be allowed to undertake coursework which has been missed. In Year 11, all medical certificates are to be handed to the relevant Home Group teacher. In Year 12, medical certificates must be handed to the relevant subschool leader. The college cannot accept medical certificates where a doctor is unable to confirm that a student was ill on a particular day.

Assessment in the VCE is continuous and is based on completion of set tasks throughout the unit. Students need to attend regularly and may have their enrolment reviewed if attendance is poor. Where a student has completed work but there has been a substantive breach of attendance rules the college can assign ‘N’ to a unit, the student will therefore receive N for one or more of the unit outcomes.

SCHOOL ASSESSED COURSEWORK (SAC) AND SCHOOL ASSESSED TASKS (SAT)

There are a number of requirements associated with the completion of assessment work and tasks at the college. These are provided to students in the VCE Handbook and set out college requirements around attendance at assessment activities, illness and absence from a SAC, procedures for a resit if a task has not been completed or has not been satisfactorily completed. The college bases the handbook on the advice and requirements from VCAA (Administrative Handbook).

GENERAL ACHIEVEMENT TEST (GAT)

All students undertaking a Unit 3 & 4 study, regardless of their year level, are required to sit for the General Achievement Test (GAT) which is set by the VCAA and undertaken during June. The score achieved by the students on their GAT is compared to the scores they achieve for their coursework. It may also be used in the statistical moderation process and for the calculation of a Derived Examination Score (DES) if required in an examination.

It is in the students’ best interests to do as well as they possibly can on the GAT.

SPECIAL PROVISION – EXAMINATIONS AND SCHOOL ASSESSMENT

Arrangements are made to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do. Parents/carers who believe their child is eligible for special provision should discuss this with the subschool leader to see if arrangements can be put in place.

NOTE: Special provision will not be given to a student who has been absent from school or study for prolonged periods. Where prolonged absence has occurred, it may be necessary to repeat the unit.
AUTHENTICATION OF STUDENT WORK

Students must submit for assessment only work that is their own. All assistance received by the students in producing the work must be acknowledged and made obvious to the reader. Students are responsible for ensuring the teacher has no difficulty in authenticating their work.

VCAA states that:
1. Students must ensure that all unacknowledged work submitted for coursework is genuinely their own.
2. Students must acknowledge all resources used, including:
   - Text and source material
   - The name(s) and status of any person(s) who provided assistance and the type of assistance provided.
3. A student must not receive undue assistance from any other person in the preparation and submission of work.
4. Students must not submit the same piece of work for assessment more than once.
5. Students who knowingly assist other students in a Breach of Rules may be penalised.
6. Students must sign the Declaration of Authenticity at the time of submitting the completed task.

This declaration states that all unacknowledged work is the student’s own. Students must also sign a general declaration that they will observe the rules and instructions for the VCE, and accept disciplinary provisions.

If a suspected breach of the rules about authentication occurs, the parents and student concerned will be notified in writing and invited to appear before a panel convened by the college. Parents/carers cannot advocate on behalf of students. The panel will make a determination based on the information and evidence presented. Consequences for a breach may include a reprimand, resubmission of work, refusal to accept all or part of the work - it may result in a N if the infringement is deemed serious or if very little or none of the work can be authenticated.

APPEALS

Students have a right of appeal to the VCAA against the decision of the Principal if a penalty has been imposed because of a breach of the VCAA rules set out above.

There is no appeal to the VCAA in the case of a school refusing to accept the late submission of work.
ADDITIONAL INFORMATION

SENIOR SCHOOL PROGRAM

In recognition of the challenges of the VCE, a program is run for Years 11 and 12. In Year 11 the program is designed to enhance team building, provide information about VCE and beyond and assists students in making the transition to senior school.

The Year 12 program is a camp and mentoring sessions where students are able to settle into their final year of schooling and provides information and activities in a range of areas including: transition to university and work, stress and time management and preparation for examinations. Guest presenters and practical workshops are used to facilitate this process.

POST SECONDARY OPTIONS

The following section provides students with options available once they have completed the VCE.

1. Universities

Most universities select candidates through the Victorian Tertiary Admissions Centre (VTAC).

The major points are:

- Applicants must successfully complete their VCE
- Some courses stipulate prerequisite VCE studies that must be satisfactorily completed to qualify for entry
- Since the number of applicants usually exceeds available places, other criteria are often used to decide placements. Criteria vary from course to course. The standard practice is to use the ATAR as the sole method of selection. Universities may also use interviews, tests, folios, auditions and acceleration study results. The selection requirements for all university courses are published in the relevant Victorian Tertiary Entrance Requirements book. Copies for overnight loan are available from the VCE Office and the Resource Centre.

2. College of Technical and Further Education - TAFE

The following types of courses are offered by TAFE colleges:

- Short courses
- Bridging courses
- Certificate courses
- Advanced certificate courses
- Associate diplomas
- Diplomas
- Degree courses

Year 12 students may wish to consider the option of TAFE courses as an alternative to tertiary study at university. Pathways from TAFE to university are well-established.

TAFE entry

Students may consider VTAC and non-VTAC TAFE courses. VTAC courses are for VCE graduates, whilst anyone can apply for non-VTAC courses.

Entry to TAFE courses is through VTAC or direct entry. Briefly:

- Applicants must successfully complete their VCE
- Some courses also stipulate prerequisite VCE studies that must be satisfactorily completed
- If the number of applicants exceeds available places, other criteria will be used to decide upon successful applicants. Criteria vary. Some TAFE courses use the ATAR, others select students by interviews, tests, folios, auditions or assessing talent or performance.

TAFE credits

VCE students may gain credit/RPLs (Recognition of Prior Learning) towards some TAFE courses. Students apply for these credits/RPLs once they have been accepted into a TAFE course. Details are available from the Careers Coordinator.
SPECIAL COLLEGE PROGRAMS

ENHANCEMENT PROGRAMS

Mount Waverley Secondary College has recognised the needs of more able students by offering enhancement opportunities. The following enhancement programs are offered:

i. The University of Melbourne Extension Program
ii. Monash University Enhancement Studies Program offers first year studies in subjects such as Mathematics, Accounting, and Japanese.
iii. Unit 1 & 2 studies for Year 10, Units 3 & 4 studies for Year 11 students.
iv. From Year 9 onwards, an accelerated Mathematics program is offered to highly able students identified by the Mathematics faculty.

Enhancement programs offer some benefits to students. The completion of a sixth subject offers first year studies in subjects such as Mathematics, Accounting, and Japanese. Unit 1 & 2 studies for Year 10, Units 3 & 4 studies for Year 11 students. From Year 9 onwards, an accelerated Mathematics program is offered to highly able students identified by the Mathematics faculty.

While enhancement programs offer intellectually stimulating work for more able students and provide some benefits, students and parents should be aware of the negative aspects. Students may concentrate on their acceleration studies at the expense of a basic grounding in their Year 11 studies, which has implications for the following year. While these programs are offered many students will complete their VCE in the standard two year program. While enhancement programs are offered, the overall wellbeing of students is an important consideration.

ENTRY TO ENHANCEMENT PROGRAMS

University Programs

Normally, students enrolling in university studies will be in the top 5% based on results in Year 11. They will have demonstrated outstanding achievement and have a VCE Study Score of 41 in a preparatory study. Where no preparatory study is offered or where the study score is below 41, students may be selected on the basis of the Principal’s evaluation of the student’s Year 11 performance.

These studies:
• Contribute to the satisfactory completion of VCE
• Can contribute between 3.0 and 5.0 as an increment to a student’s ATAR
• Provide students with the experience of studying at first year university level
• Students may get credit towards university completion

College Programs

Selection of students to all enhancement programs is rigorous. In order to enter an enhancement subject, students must have strong results in all subjects (CRI average), and a DS1 in the subjects directly related to the enhancement subject. Continuation in an enhancement subject is dependent on the student’s results in this subject, all other subjects and their teacher’s recommendation. They will have demonstrated outstanding achievement and have achieved an average grade of DS1 or higher in this study and all other subjects.

Students wishing to participate in enhancement programs will have:
• The maturity and sound work practices to cope with the level of work and pressure
• Sound organisational skills
• The recommendation of their teachers
• The list of students wishing to complete an enhancement subject will be thoroughly checked by subject teachers, Teaching and Learning Leaders and the sub school management team before the final list is announced prior to the end of the year.

Final selection is determined by the relevant campus principal, subschool team or their delegate.

Units 1 - 4

The college offers enhancement studies for Year 10, 11 and 12 students. Students and their parent/carer should note the following when considering enhancement programs:
• Students are expected to study ten VCE Units at Year 12 and twelve at Year 11
• Students, enrolled in an enhancement study outside the college e.g. Language school, will need to discuss their program and progress with the subschool team
• If a student has studied a Unit 1 & 2 at Year 10, they do not have to continue with the study the following year. They may choose, or be advised, to pick it up again in Year 12 or decide not to continue with it at all
• Students in Year 9 should not undertake a VCE study.

Generally, students do not have the level of maturity to compete with students two or three years their senior, and struggle with VCAA requirements. In exceptional circumstances, the Principal may approve variations to the above requirements.
VOCATIONAL EDUCATION AND TRAINING (VET)

VET programs are vocational training programs approved by VCAA. VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a VET qualification.

VET programs:
• Are fully recognised within the Units 1 - 4 structure of the VCE and can contribute towards satisfactory completion of the VCE. VCE VET units have equal status with other VCE studies
• May contribute towards the satisfactory completion of the Victorian Certificate of Applied Learning (VCAL) (not offered at this school).

VET offers students the opportunity to:
• Combine general and vocational studies
• Explore career options and pathways
• Undertake learning in the workplace
• Undertake applied learning in an adult learning environment
• Gain a nationally recognised qualification or recognition of prior learning for credits towards units of competency/modules, as determined by the RTO
• Develop skills that will equip them for the workforce.

Structured Workplace Learning (SWL)

VCAA has determined that SWL is an appropriate and valuable component of all VCE VET programs. SWL complements the training undertaken at the school and should be spread across the duration of the training program.

It provides the context for:
• Enhancement of workplace skills development
• Practical application of industry knowledge
• Assessment of units of competence/modules, as determined by the RTO
• Increased employment opportunities.

SWL is a component of VCE VET programs at Mount Waverley Secondary College, and is generally conducted out of class time during vacation periods, weekends and evenings.

In addition to the programs offered within the college, other off-campus programs are available through the local VET Cluster. The Cluster is made up of Catholic, government and independent secondary colleges, TAFE colleges and industry and employer groups. Access to these programs is determined by the constraints of the timetable and location for delivery of each specific program. Please see the Careers Coordinator, Mrs Thomas, for more details.

Please Note: There are some enrolment and material charges associated with the completion of certificates. These charges are determined in consultation with the relevant RTO (Registered Training Organisation) and in accordance with DET (Department of Education and Training) guidelines.

Students enrolling in VCE VET programs must pay these charges prior to enrolment in the programs.

All students considering a VCE VET program must have their program approved by the senior school and VET Coordinator before they enrol. Students should also note that they may not be able to enrol in a VCE VET program and a School Based Apprenticeship or Traineeship within the same industry area at the same time, either inside or outside the college.

Students may obtain information about the VETiS courses on offer for 2017 by visiting the Careers Coordinator to obtain the IMVC information and application form in Term 3 when courses are publicised.

Students and families considering off campus VETiS need to be aware of the following when investigating off-campus VETiS courses:
• Enrolment at MWSC requires students to meet attendance requirements for all subjects in which they are enrolled. Students will need to take into account their classes and timetables when exploring VET options.
• Whole day programs are not available to MWSC students
• Students may not enrol directly through private providers or TAFEs for VETiS programs
STUDENT FLOWCHART FOR ASSESSMENT TASKS, ALTERNATIVE TASKS AND RESITS

AN ASSESSMENT TASK IS SCHEDULED

You are present

YES

You meet the criteria

YES

You receive an S result and a grade

NO

You sit an alternative task on the next following Tuesday after school

YES

You receive an S result and a grade

NO

You meet the criteria

YES

You receive an S result and a grade

NO

You have the opportunity to resit the task as outlined to the right

NO

N result for the task and if it is all of an outcome then an N result for the unit

NO

You are not eligible for a graded result for the task. You will sit an alternative task and receive an S or N only for the outcome

YES

Approved absence

NO

NO

YOU ARE NOT ELIGIBLE FOR A GRADED RESULT FOR THE TASK. YOU WILL SIT AN ALTERNATIVE TASK AND RECEIVE AN S OR N ONLY FOR THE OUTCOME
Unit 1: Establishing and Operating a Service Business

COURSE OUTLINE:
Focuses on the establishment of a small business and the process of gathering, recording, reporting and analysing financial data and information used by internal and external users.

ASSESSMENT:
1. Basic principles test
2. Topic tests
3. Examination

OUTCOMES:
1. Describe the skills, knowledge and resources required to set up a small business.
2. Recording, reporting and explaining the financial information of a sole proprietor service business using a combination of manual and ICT methods.

Unit 2: Accounting for a Trading Business

COURSE OUTLINE:
Examines the procedures of recording and reporting financial information to provide users with appropriate information as a basis for planning, control and effective decision-making. The course introduces financial information in a range of forms: raw data, records and reports, while relating events to the accounting principles and qualitative characteristics.

ASSESSMENT:
1. Topic tests
2. ICT tests
3. Examination

OUTCOMES:
1. Record the financial data and report accounting information for a sole trader.
2. Record and report financial data using an accounting software package and discuss the use of ICT in the accounting process.
3. Use financial and non-financial information to evaluate the performance of a business and suggest strategies to improve performance.

Unit 3: Recording and Reporting for a Trading Business

COURSE OUTLINE:
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 course covers the double entry system of recording using the accrual basis of accounting and the perpetual method of stock recording with the First In, First Out (FIFO) method.

ASSESSMENT:
1. Double entry test
2. Control and subsidiary accounts test, both written and ICT
3. Reporting for Cash and Profit
4. Balance day adjustments test, both written and ICT

OUTCOMES:
1. Record financial data into appropriate accounting records using a double entry accrual-based system.
2. Record balance day adjustments and prepare and interpret accounting reports.

Unit 4: Control and Analysis of Business Performance

COURSE OUTLINE:
Investigates accounting and financial issues associated with a small business. It covers recording and reporting for a trading business, evaluation and analysis, budgeting, cash and the financial position of a small business.

ASSESSMENT:
1. Test on stock valuation and returns, both written and ICT
2. Test on Balance day adjustment for revenues, both written and ICT
3. Test on budgeting & variations
4. Test on performance evaluation
5. Examination - not school assessed

OUTCOMES:
1. Record financial data into appropriate accounting records using a double entry accrual-based system.
2. Prepare and analyse budgets, evaluate a business using financial and non-financial information and suggest strategies to improve profitability and liquidity of a business.
Australian and Global Politics

Unit 1: The National Citizen

COURSE OUTLINE:
Students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence and examine why people seek power and the ways power is exercised.

ASSESSMENT:
1. Short answer questions
2. Extended response questions
3. Researched essay
4. Oral presentation
5. Examination

OUTCOMES:
1. Describe and analyse the nature and purpose of politics and power in a broad sense and in the context of Australian democracy.
2. Explain why people seek political power, and the major ideologies that influence political involvement and political movements.

Unit 2: The Global Citizen

COURSE OUTLINE:
Focuses on the contemporary international community and the idea of the ‘global citizen’. It explores the ways our lives have been affected by globalisation and examines examples of global co-operation, and global instability and conflict.

ASSESSMENT:
1. Analysis of visual materials
2. Participation in a community of enquiry
3. A research project
4. Short and extended response questions
5. Examination

OUTCOMES:
1. Identify the ways in which the lives of citizens in the twenty-first century are interconnected globally.
2. Describe and analyse the extent to which the international community is cohesive, and whether it can effectively manage cooperation, conflict and instability.

Unit 3: Global Actors

COURSE OUTLINE:
Students investigate the key global actors in global politics and analyse their aims, roles and power. This unit also examines contemporary issues and events in the Asia-Pacific region and the rest of the world.

ASSESSMENT:
1. Short answer questions
2. Structured questions
3. Researched essay
4. Oral presentation

OUTCOMES:
1. Evaluate the power and influence of key global actors and assess the extent to which they achieve their aims.
2. Analyse and evaluate types and forms of power as used by a specific Asia-Pacific state in the region in pursuit of its national interest.

Unit 4: Global Challenges

COURSE OUTLINE:
Students explore the context and causes of global crises facing the international community and on the effectiveness of responses to these. This unit also analyses the debate around major ethical issues and the idea of a global responsibility for these.

ASSESSMENT:
1. Analysis of visual materials
2. Short and extended response questions
3. Examination - not school assessed

OUTCOMES:
1. Analyse two global issues from a range of perspectives and evaluate the effectiveness of responses to these issues.
2. Explain the characteristics of two contemporary global crises and the effectiveness of responses to these.
Biology

Unit 1: How do living things stay alive?

COURSE OUTLINE:
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.

ASSESSMENT:
1. Practical activities
2. Tests
3. Student designed investigation
4. Examination

OUTCOMES:
1. Investigate and explain how cellular structures and systems function to sustain life.
2. Explain how various adaptations enhance the survival of an individual organism, investigate relationships between organisms and analyse the impacts of factors that affect population growth.
3. Design and undertake an investigation related to the survival of an organism or species.

Unit 2: How is the continuity of life maintained?

COURSE OUTLINE:
In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered.

ASSESSMENT:
1. Practical activities
2. Tests
3. Investigation of an issue
4. Examination

OUTCOMES:
1. Compare advantages and disadvantages of asexual and sexual reproduction, understand the impact the cell cycle may have on cellular function and identify the role of stem cells.
2. An understanding of genetics including: patterns of inheritance, pedigree charts, outcomes of genetic crosses and the implications of genetic screening.
3. Investigate and communicate a response to a question related to an issue in genetics or reproductive science.

SUBJECT CHARGE: $20

Unit 3: How do cells maintain life?

COURSE OUTLINE:
In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces.

ASSESSMENT:
1. Practical activities
2. Report/Presentation
3. Tests

OUTCOMES:
1. Explain the dynamic nature of the cell and factors that affect the rate of biochemical reactions.
2. Describe and explain the use of the stimulus response model in coordination and regulation and how components of the human immune system respond to antigens and provide immunity.

Unit 4: Continuity and Change

COURSE OUTLINE:
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.

ASSESSMENT:
1. Practical activities
2. Report/Presentation
3. Tests
4. Examination - not school assessed

OUTCOME:
Analyse evidence evolutionary change, explain how relatedness between species is determined and elaborate on the consequences of biological change in human evolution.

SUBJECT CHARGES: $20
Business Management

Unit 1: Planning a Business

COURSE OUTLINE:
Students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

ASSESSMENT:
1. Test – The business idea
2. Test – External environment
3. Test – Internal environment
4. Examination

OUTCOMES:
1. Describe how and why business ideas are created and developed, and explain the methods by which a culture of innovation and entrepreneurship may be fostered in a nation.
2. Describe the external environment of a business and explain how macro and operating factors within it may affect business planning.
3. Describe the internal business environment and analyse how factors within it may affect business planning.

Unit 2: Establishing a Business

COURSE OUTLINE:
Students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.

ASSESSMENT:
1. Test – Legal requirements and financial considerations
2. Test – Marketing a business
3. Test – Staffing a business
4. Examination

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

Unit 3: Managing a Business

COURSE OUTLINE:
Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

ASSESSMENT:
1. Test – Business foundations
2. Test – Managing employees
3. Test – Operations management

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

Unit 4: Managing People and Change

COURSE OUTLINE:
Students consider the importance of reviewing Key Performance Indicators to determine current performance. They also study a theoretical model to undertake change and consider a variety of strategies to manage and evaluate the change process.

ASSESSMENT:
1. Test – Reviewing performance – the need for change
2. Test – Implementing change
3. Examination - not school assessed

OUTCOMES:
1. Explain the way business change may come about, use key performance indicators to analyse performance, discuss driving and restraining forces for change and evaluate management strategies to position a business for the future.
2. Evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.
Chemistry

Unit 1: How can the diversity of materials be explained?

COURSE OUTLINE:
In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

ASSESSMENT:
1. Practical Investigation
2. Tests
3. Student directed research
4. Examination

OUTCOMES:
1. Relate the position of elements in the periodic table to their properties, investigate the properties of metals and ionic compounds and calculate mole quantities.
2. Investigate and explain the properties of carbon lattices and molecular substances, be able to name organic compound and explain how polymers can be designed for a purpose.
3. Investigate a question related to the development, use and/or modification of a selected material or chemical.

Unit 2: What makes water such a unique chemical?

COURSE OUTLINE:
In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water.

ASSESSMENT:
1. Practical Investigation
2. Tests
3. Student directed research
4. Examination

OUTCOMES:
1. Relate the properties of water to its structure and bonding and explain the importance of the properties and reactions of water in selected contexts.
2. Able to measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.
3. Design a quantitative laboratory investigation related to water quality.

SUBJECT CHARGE: $20
Chemistry

Unit 3: How can chemical processes be designed to optimise efficiency?

COURSE OUTLINE:
In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells.

ASSESSMENT:
1. Practical Activities
2. Tests

OUTCOMES:
1. Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.
2. Apply rate and equilibrium principals to predict how the rate and extent of reactions can be optimised and explain how electrolysis is involved in the production of chemicals and in recharging of batteries.

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

COURSE OUTLINE:
In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named.

ASSESSMENT:
1. Practical Activities
2. Tests
3. Examination - not school assessed

OUTCOMES:
1. Compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.
2. Distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the roles of enzymes, and calculate the energy content of food using calorimetry.

SUBJECT CHARGE: $20
Drama

Unit 1: Dramatic Storytelling

COURSE OUTLINE:
In response to stimulus, students are required to design, rehearse and edit a performance in a non-naturalistic style. Students complete performance analysis of their own work and a professional performance, and are required to submit their research and planning in a folio.

ASSESSMENT:
1. Development of performance (folio)
2. Ensemble performance
3. Analysis and creation & performance of ensemble
4. Analysis & evaluation of professional performance

OUTCOMES:
1. Use play-making techniques to devise an ensemble drama work and describe the dramatic processes used to shape and develop this performance.
2. Use expressive skills, theatrical conventions and stagecraft to perform to an audience.
3. Analyse the development and performance of previous outcomes.
4. Identify and evaluate performance styles, describe theatrical conventions and analyse story and character portrayal in a professional performance.

Unit 2: Creating Australian Drama

COURSE OUTLINE:
Students create a solo or ensemble performance based on stimulus material investigating the concept of dramatic storytelling. The context of Australian Identity is explored through research, improvisation and is presented in a non-naturalistic form. Performances are analysed with a close focus on terminology and construction.

ASSESSMENT:
1. Development of character and narrative (folio)
2. Solo or ensemble performance
3. Analysis and creation & performance of ensemble
4. Analysis & evaluation of professional performance

OUTCOMES:
1. Use a range of stimulus to create an ensemble performance and document play-making techniques used.
2. Demonstrate effective use of dramatic elements, theatrical conventions and stagecraft in a performance to an audience.
3. Analyse and evaluate the creation, development and performance of characters and theatrical conventions.
4. Identify use of theatrical conventions, describe performance styles and analyse and evaluate use of dramatic elements in a professional performance.

SUBJECT CHARGE: $20

Unit 3: Ensemble Performance

COURSE OUTLINE:
Students create an ensemble performance based on given stimulus material. The focus is on playmaking and construction techniques as well as how students manipulate specific dramatic elements to engage their audience. Students analyse their own works and a professional performance. They are also required to document all stages of the process in a professional folio.

ASSESSMENT:
1. Ensemble performance
2. Analysis of the creation and performance of ensemble
3. Analysis and evaluation of professional performance

OUTCOMES:
1. Develop and present character/s within a non-naturalistic ensemble performance.
2. Analyse play-making techniques used to construct and present ensemble work.
3. Analyse and evaluate a non-naturalistic performance selected from the prescribed playlist.

Unit 4: Solo Performance

COURSE OUTLINE:
Students are required to create a short solo and a 7 minute solo as prescribed by the VCAA. The skills students focus on here are; construction techniques, performance styles, research, dramatic elements, expressive skills, non-naturalism and a capacity for analysis. Students explore the development of character and apply different elements from a variety of Theatrical Practitioners in order to enhance their performance.

ASSESSMENT:
1. Presentation and evaluation of short, solo performance
2. Solo Performance examination
3. Examination - not school assessed

OUTCOMES:
1. Create, present and evaluate a short solo performance based on stimulus material.
2. Create, develop and perform a character/s within a solo performance in response to a prescribed structure.
3. Describe, analyse and evaluate the creation, development and presentation of a solo performance.

SUBJECT CHARGE: $20

NOTE: Students will be expected to perform solo and ensemble performances in the evening, and may be expected to make their own way to/from an evening performance.
Economics

This study examines how resources are allocated to meet the needs and wants of society. Students will investigate why individuals behave the way they do and what are the consequences of their economic decision-making.

Unit 1: The Behaviour of Consumers and Businesses

COURSE OUTLINE:
Explores the role of consumers in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action.

ASSESSMENT:
1. Test – Basic economics
2. Test – Consumers vs business
3. Report – Markets
4. Test – Market mechanisms
5. Examination

OUTCOMES:
1. Describe the economic problem, discuss the role of consumers and businesses in the economy and analyse the factors that influence decision making.
2. Explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy.

Unit 2: Contemporary economic issues

COURSE OUTLINE:
Focuses on the possible trade-offs between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity.

ASSESSMENT:
1. Test – economic growth
2. Test - sustainability
3. Test – income distribution
4. Test – government policies
5. Examination

OUTCOMES:
1. Explain the factors and policies that may influence economic growth and environmental sustainability.
2. Explain the factors and policies that may influence equity in the distribution of income and efficiency of resource allocation.

Economics focuses on the understanding of decisions and their impact, through the application of economic principles and concepts. This requires an understanding of the political, ethical, environmental and social forces on economic decision-making. Economic events, issues and controversies are often relevant to society, and influence voters. Economic knowledge assists in creating informed citizens.

Unit 3: Economic Activity & Objectives

COURSE OUTLINE:
Focuses on the study of both domestic and global activity, and the factors that affect the achievement of the Australian Government’s economic goals.

ASSESSMENT:
1. Test – Market operations
2. Test - Macroeconomic goals
3. Test – Trade, current account and government goals

OUTCOMES:
1. Explain the factors and policies that may influence economic growth and environmental sustainability.
2. Explain the factors and policies that may influence equity in the distribution of income and efficiency of resource allocation.

Unit 4: Economic Management

Is the study of the management of the Australian economy, including budgetary/fiscal, monetary and microeconomic reform policies.

ASSESSMENT:
1. Test
2. Test
3. Test
4. Examination - not school assessed

OUTCOMES:
1. Discuss the nature and operation of aggregate demand policies and analyse how the policies may influence the Government’s domestic macroeconomic goals and living standards.
2. Discuss the nature and operation of aggregate supply policies and analyse how the policies may influence the Government’s domestic macroeconomic goals and living standards.
English

Unit 1
COURSE OUTLINE:
Students read and respond to texts analytically and creatively. They explore how meaning is created by decisions authors make and consider how authors use features such as structure and language to build the world of the text. Students also analyse arguments and the use of persuasive language, including written, spoken and visual language, in pieces intended to position audiences to share the view of the writer or speaker. They create their own texts intended to position audiences.

ASSESSMENT:
1. An analytical response to a set text
2. A creative response to a set text
3. An analysis of the use of argument and persuasive language in texts
4. An oral presentation that presents an argument or viewpoint
5. Examination

OUTCOMES:
1. Produce analytical and creative responses to texts.
2. Analyse how argument and persuasive language can be used to position audiences and create their own texts intended to position audiences.

Unit 2
COURSE OUTLINE:
Students explore texts compare ideas, issues and themes in ways that can deepen understanding of them both. They further consider how features of the writing reflect human experience, including historical and social contexts. Students build on their ability to analyse arguments and the use of persuasive language, in particular by considering how texts are constructed and the logical development of ideas within them. Students will craft a piece with the intent of positioning an audience to share the point of view.

ASSESSMENT:
1. A comparative analytical response to set texts
2. An analysis of the use of argument and persuasive language in texts
3. A written text that presents an argument or viewpoint
4. Examination

OUTCOMES:
1. Compare the presentation of ideas, issues and themes in two texts
2. Identify and analyse how argument and persuasive language are used in texts that attempt to influence an audience and create a text which presents a point of view.

Unit 3
COURSE OUTLINE:
Students focus on understanding the ways in which authors construct meaning with particular attention to the features of texts such as the structure, conventions and language. Students explore the underlying concepts of texts and develop an interpretation. Students also analyse and compare in writing the language and argument used in persuasive texts on current issues.

ASSESSMENT:
1. An analytical response to a set text
2. A creative response to a set text
3. An analysis and comparison of the use of argument and persuasive language in texts

OUTCOMES:
1. Produce an analytical interpretation of a selected text and a creative response to a different text.
2. Analysis and comparison, in written form, of argument and the use of persuasive language in two or three texts that present a point of view on an issue.

Unit 4
COURSE OUTLINE:
Students study texts comparatively with a focus on the ways that ideas, issues and themes are handled in each. Consideration of the ways that text features impact on meaning leads students to produce a written comparison of two texts. Students will also deliver a sustained and reasoned point of view on a current issue and provide a written statement of intent articulating decisions made.

ASSESSMENT:
1. A detailed comparison of two texts
2. Written statement of intent to accompany oral
3. A point of view presented in oral form
4. Examination - not school assessed

OUTCOMES:
1. Produce a detailed comparison of how two set texts present ideas, issues and themes
2. An oral point of view on a current issue and a written statement of intent.
English as an Additional Language

Unit 1

COURSE OUTLINE:
Students read and respond to texts analytically and creatively. They analyse arguments and the use of written and visual persuasive language in texts, and create their own texts that position audiences to share their view. They develop their skills in listening, speaking and writing.

ASSESSMENT:
1. An analytical response to a set text
2. An analysis of the use of argument and persuasive language in texts
3. An oral presentation of an argument or viewpoint
4. A listening task
5. Examination

OUTCOMES:
1. Produce an analytical response to a text.
2. Analyse how argument and persuasive language can be used to position audiences and create their own text intended to position audiences.

Unit 2

COURSE OUTLINE:
Students compare ideas, issues and themes in texts in order to deepen their understanding. They further consider how features of the writing reflect human experience, including historical and social contexts. Students build on their ability to analyse arguments and the use of persuasive language. Students will craft a piece with the intent of positioning an audience to share the point of view.

ASSESSMENT:
1. A comparative analytical response to set texts
2. An analysis of the use of argument and persuasive language in texts
3. A written text that presents an argument or viewpoint
4. Examination (including a listening component)

OUTCOMES:
1. Compare the presentation of ideas, issues and themes in two texts
2. Identify and analyse how argument and persuasive language are used in texts that attempt to influence an audience and create a text which presents a point of view

Unit 3

COURSE OUTLINE:
Focuses on reading and creating a sustained interpretation of a selected text. In addition, students analyse and compare the ways in which language is used to persuade in texts that present a point of view on a current issue. Students will also develop their listening skills by completing aural tasks.

ASSESSMENT:
1. An analytical interpretation of a set text
2. Short answer responses and note form summaries of persuasive texts and a written analysis of the same persuasive texts
3. Listening tasks

OUTCOMES:
1. Produce an analytical interpretation of a selected text.
2. Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue.
3. Comprehend a spoken text.

Unit 4

COURSE OUTLINE:
Students compare ideas, issues and themes in two selected texts in order to deepen their understanding of key themes, issues and ideas. Students will craft a persuasive oral presentation with the intent of positioning an audience to share a point of view.

ASSESSMENT:
1. A detailed comparison of two texts
2. A written statement of intent to accompany oral
3. A point of view presented in oral form
4. Examination - not school assessed

OUTCOMES:
1. Produce a detailed comparison of two set texts.
2. Construct a sustained and reasoned point of view on a current issue.

NOTE: Students study fewer texts than mainstream students and are taught in separate classes by trained EAL teachers

NOTE: Students study fewer texts than mainstream students and are taught in separate classes by trained EAL teachers
Bridging English as an Additional Language

This subject is only available as a Unit 1 & 2 study. It is designed to give support to newly arrived EAL students who need extra assistance in order to achieve a satisfactory level of English, strengthening their skills to enable them to better cope with the challenges of VCE EAL, and their other subjects.

Unit 1

COURSE OUTLINE:
This unit focuses on English for everyday and academic purposes, and English for self-expression. It aims to enable students to
• Develop their understanding of how language, structural features, and sentence structure are used to make meaning
• Develop their language skills in speaking, listening, reading, viewing and writing Standard Australian English
• Communicate ideas, feelings, observations, information and understanding appropriately across a range of curriculum areas
• Develop competence across a range of increasingly challenging English language texts, in order to construct a variety of responses, including creative, personal, factual, persuasive and critical
• Edit and reflect on their own use of language to achieve accuracy and clarity of expression.

ASSESSMENT:
1. A guided written analysis
2. An oral presentation
3. A short story
4. Examination

OUTCOMES:
1. Engage with and understand every day and accessible academic texts, and produce their own every day and academic texts.
2. Understand texts for self-expression and produce texts for self-expression, making appropriate decisions in response to purpose, audience and context.

Unit 2

COURSE OUTLINE:
This unit focuses on English Literature and English in the Media, and continues the development of the skills listed for Unit 1.

ASSESSMENT:
1. An analytical response
2. An analysis of persuasive language

OUTCOMES:
1. Understand and respond to literary texts, and create their own literary texts in response to, or in the style of, a text studied.
2. Explain how a variety of media texts position audiences, and produce texts which attempt to position audiences.
English Language

Unit 1: Language and Communication

COURSE OUTLINE:
Is concerned with the nature and functions of language. It enables students to explore how effective sentences and paragraphs are constructed for different purposes. Students explore language as an elaborate system of signs, investigate the development of language in an individual, and examine the relationship between speech and writing. Child language acquisition is also investigated.

ASSESSMENT:
1. Short-answer tests
2. Essay
3. Analysis task

OUTCOMES:
1. Identify and describe primary aspects of the nature and functions of human language.
2. Describe what children learn when they acquire language and discuss a range of perspectives on how language is acquired.

Unit 2: Language Change

COURSE OUTLINE:
Explores change and variation in language by considering how English has evolved over the centuries and is changing today. Australian English is given special focus.

ASSESSMENT:
1. Short-answer tests
2. Analysis task
3. Essay

OUTCOMES:
1. Describe language change as represented in a range of texts and analyse a range of attitudes to language change.
2. Describe and explain the effects of the global spread of English in terms of both conformity and diversity, through a range of spoken and written texts.

Unit 3: Language Variation and Social Purpose

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

ASSESSMENT:
1. Paragraph answers test
2. Guided analysis
3. Written response

OUTCOMES:
1. Identify and analyse distinctive features of informal language in written and spoken texts.
2. Identify and analyse distinctive features of formal language in written and spoken texts.

Unit 4: Language Variation and Identity

COURSE OUTLINE:
In this unit students focus on the role of language in establishing and challenging different identities. Students examine both print and digital texts to consider the ways in which different identities are constructed. Students explore how our sense of who we are is constantly evolving and responding to situations in which we find ourselves and is determined not only by how we see ourselves, but by how others see us.

ASSESSMENT:
1. Paragraph answers test
2. Guided analysis
3. A written report
4. An essay
5. Examination - not school assessed

OUTCOMES:
1. Investigate and analyse varieties of Australian English and attitudes towards them.
2. Analyse how people’s choice of language reflects and constructs identities.
Food Studies

Unit 1 - Food Origins

COURSE OUTLINE:
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 global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. Students investigate cuisines that are part of Australia’s culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

ASSESSMENT:
1. Written tasks
2. Practical work
3. Examination

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

Unit 2 – Food Makers

COURSE OUTLINE:
In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. 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 produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. Students design new food products and adapt recipes to suit particular needs and circumstances.

ASSESSMENT:
1. Written tasks
2. Practical work
3. Examination

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

SUBJECT CHARGE: $170
Food Studies

Unit 3 – Food in Daily Life

COURSE OUTLINE:
This unit investigates the many roles and everyday influences of food. Students explore the science of food – they consider the physiology of eating, the microbiology of digestion and appreciating food. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. Students 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 also investigate how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. 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. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal pattern.

ASSESSMENT:
1. Written tasks
2. Practical work
3. Examination - not school assessed

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

Unit 4 – Food Issues, Challenges and Futures

In this unit students examine debates about global and Australian food systems. Students focus on issues related to 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 also investigate individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. Students’ food production repertoire reflects the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

ASSESSMENT:
1. Written tasks
2. Practical work
3. Examination - not school assessed

OUTCOMES:
1. Explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals.
2. Explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.

SUBJECT CHARGE: $170
Unit 1: Hazards and Disasters

COURSE OUTLINE:
In this unit students investigate geographical, hydrological, biological or technological hazards and the responses to these hazards.

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.

Students investigate how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

ASSESSMENT:
1. Topic tests
2. Extended response
3. Fieldwork
4. Examination

OUTCOMES:
1. Analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales.
2. Analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

Unit 3: Changing the Land

COURSE OUTLINE:
This unit focuses on two investigations of geographical change: change to land cover and change to land use.

Land cover is the natural state of the environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity.

People have modified land cover to produce a range of land uses to satisfy needs, such as housing, resource provision, communication, and recreation. Students investigate three major processes that are changing land cover in many regions of the world: deforestation, desertification, and melting glaciers and ice sheets.

ASSESSMENT:
1. Topic tests
2. Extended response
3. Fieldwork

OUTCOMES:
1. Analyse, describe and explain land use change and assess its impacts.
2. Analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.

Unit 2: Tourism

COURSE OUTLINE:
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.

The growth of tourism at local, regional and global scales requires careful management to ensure environmentally sustainable and economically viable tourism.

ASSESSMENT:
1. Topic tests
2. Extended response
3. Fieldwork
4. Examination

OUTCOMES:
1. Analyse, describe and explain the nature of tourism at a range of scales.
2. Analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.

Unit 4: Human Population – Trends and Issues

COURSE OUTLINE:
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.

ASSESSMENT:
1. Topic tests
2. Extended response
3. Fieldwork
4. Examination - not school assessed

OUTCOMES:
1. Analyse, describe and explain population dynamics on a global scale.
2. Analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses.
Health and Human Development

Unit 1: The Health & Development of Australia's Youth

COURSE OUTLINE:
Focuses on the health and individual human development of Australia’s youth. It introduces students to the concepts of health and development and examines both inherited and environmental factors that impact on the health and development of youth. Students identify and explore issues that directly impact on the health and individual human development of Australia’s youth.

ASSESSMENT:
1. Test
2. Case Study / Data Analysis
3. Written response
4. Examination

OUTCOMES:
1. To describe the dimensions of, and the interrelationships that exist within and between health and individual human development.
2. Describe and explain the factors that impact on the health and individual human development of Australia’s youth.
3. Outline health issues relevant to Australia’s youth and analyse strategies or programs that have an impact on youth health and development.

Unit 2: Individual Human Development and Health Issues

COURSE OUTLINE:
Focuses on the lifespan stages of pre-natal, childhood and adulthood, and the determinants that influence their health and development including biological, behavioural and environmental factors. It explores emerging issues that impact Australia’s health and development. Personal, community and government strategies that effect health are investigated.

ASSESSMENT:
1. Written Response / Case Study
2. Extended Response
3. Examination

OUTCOMES:
1. Describe and explain the factors that affect the health and individual human development of Australia’s children
2. Describe and explain the factors that affect the health and individual human development of Australia’s adults.
3. Analyse health issues facing Australia’s health system and evaluate community and/or government actions that may address the issue.

Unit 3: Nutrition, Health and Development

COURSE OUTLINE:
Explores the health status of Australians, how it is measured and biological, behavioural and social determinants that can explain variations. Students learn about models of health and health promotion. Government and Non-Government roles in enhancing health for all Australians are also examined.

ASSESSMENT:
1. Case study / Data analysis
2. Test

OUTCOMES:
1. Compare the health status of Australia’s population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status.
2. Discuss and analyse approaches to health and health promotion and describe Australia’s health system and the different roles of government and non-government organisations in promoting health.

Unit 4: Global Health and Development

COURSE OUTLINE:
Focuses on global health, human development and sustainability and how all three are linked. It compares the health status of Australia with developing countries and analyses reasons for differences. International organisations including the UN and WHO and their role in achieving sustainable improvements in health and human development are also explored.

ASSESSMENT:
1. Written Response
2. Case Study / Data Analysis
3. Examination - not school assessed

OUTCOMES:
1. Analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations’ Millennium Development Goals and describe the interrelationships between health, human development and sustainability.
2. Describe and evaluate programs implemented by international and Australian government and non-government organisations in promoting health, human development and sustainability.
Unit 1: Twentieth Century History 1918 – 1939

COURSE OUTLINE:
In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars, with emphasis on the Russian Revolution. Students will examine the emergence of Communism after the October 1917 Bolshevik Revolution, and the consequences for Russia’s internal and international relations, including the rise of Stalin.

ASSESSMENT:
1. Test and source analysis
2. Research report and extended essay
3. Analysis of social and cultural material (e.g. literature, images, paintings)
4. Examination

OUTCOMES:
1. Explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.
2. Explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years.

Unit 2: Twentieth Century History 1945 – 2000

COURSE OUTLINE:
Post-World War II and 1945, the United Nations was intended to resolve issues of conflict; however, this is a period dominated by Cold War paranoia and scares. Investigation focuses on the study of the Vietnam War, both Australian and American involvement, and the role of protest movements. Finally, an investigation of terrorism as a mechanism for achieving change is completed.

ASSESSMENT:
1. Test and source analysis
2. Essay
3. Research report and oral presentation
4. Examination

OUTCOMES:
1. Explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, with particular focus on the Vietnam War.
2. Explain the causes and nature of challenge and change in relation to the peace movement and terrorism, and analyse the consequences for nations and people.

Unit 3: The French Revolution of 1789

ASSESSMENT:
The following four tasks and examination will be completed over Units 3 & 4:
1. Historical inquiry
2. Analysis of primary sources
3. Analysis of historical interpretations
4. Essay
5. Examination - not school assessed

OUTCOMES:
1. Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements
2. Analyse the consequences of revolution and evaluate the extent of change brought to society.

Unit 4: The Chinese Revolution of 1949

ASSESSMENT:
The following four tasks and examination will be completed over Units 3 & 4:
1. Historical inquiry
2. Analysis of primary sources
3. Analysis of historical interpretations
4. Essay
5. Examination - not school assessed

OUTCOMES:
1. Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements
2. Analyse the consequences of revolution and evaluate the extent of change brought to society.
Computing

Unit 1: Computing

COURSE OUTLINE:
Students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. Students collect primary data when investigating an issue and create a digital solution that graphically presents the findings of that investigation. Students also examine the technical underpinnings of wireless and mobile networks and design a network solution that meets an identified need. They predict the impact on users if the network solution were implemented. Students are able to apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

ASSESSMENT:
1. Use software to create a graphic solution.
2. Describe networks and wireless communications technology.
3. Use web authoring software to create a solutions.
4. Examination

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

Unit 2: Computing

COURSE OUTLINE:
Students focus on how the application of design and systems thinking supports the creation of solutions that automate data processing. Students develop their thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. Students develop an understanding of how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive. Students are able to apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

ASSESSMENT:
1. Use a programming language to develop modules.
2. Use software tools to extract data and create a data visualisation.
3. Create a database management solution.
4. Examination

OUTCOMES:
1. Design working modules in response to solution requirements, and use a programming or scripting language to develop the modules.
2. Apply the problem-solving methodology and use appropriate software tools to extract relevant data and create a data visualisation that meets a specified user’s needs.
3. Apply the problem-solving methodology to create a solution using database management software, and explain the personal benefits and risks of interacting with a database.

SUBJECT CHARGE: $20
Unit 3: Software Development

COURSE OUTLINE:
This unit focuses on programming as a strategy for solving problems. Students develop knowledge and skills in the use of a programming language. The programming language selected will be studied for both Units 3 and 4. When programming in Unit 3, students are expected to have an overview of the problem-solving methodology and a detailed understanding of the stages of analysis, design and development.

ASSESSMENT:
1. Develop working models
2. Design a solution to a problem
3. Examination - not school assessed

OUTCOMES:
1. Analyse an information problem in order to produce software requirements specifications for a solution that operates within a networked environment.
2. Represent a software design and apply a range of functions and techniques using a programming language to develop a prototype solution to meet a specific need.

Unit 4: Software Development

COURSE OUTLINE:
This unit focuses on how the information needs of individuals, organisations and society are and can be met through the creation of purpose-designed solutions in a networked environment. Students continue to study the programming language selected in Unit 3. In this unit students are required to engage in the design, development and evaluation stages of problem-solving methodology.

ASSESSMENT:
1. Use a problem solving methodology to create a solution
2. Explain the protection of source data
3. Examination - not school assessed

OUTCOMES:
1. Apply the stages of the problem-solving methodology to produce a solution for use on a mobile device.
2. Recommend and justify strategies for evaluating the effectiveness and efficiency of solutions that operate in a networked environment.

SUBJECT CHARGE: $20
## Languages
### Japanese or German as a Second Language

### COURSE OUTLINE FOR UNITS 1 & 2:
The areas of study for Units 1 & 2 comprise themes and topics, grammar, text types, vocabulary and kinds of writing designed to be covered in an integrated way. The prescribed themes (The Individual, The LOTE-speaking Communities and The Changing World) and topics (different for each language) are the subject of the activities and tasks the student undertakes. The course is designed to provide the student with the opportunity to build on what is familiar, as well as develop knowledge and skills in new and more challenging areas.

#### Unit 1

**ASSESSMENT:**
1. Reply to personal letter/email/fax or informal conversation
2. Listen to spoken texts to obtain information to complete notes, charts or tables
3. Read written texts to obtain information to complete notes, charts or tables
4. Oral presentation or article or review
5. Examination

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

#### Unit 2

**ASSESSMENT:**
1. Formal letter, fax or email or role play or interview
2. Listen to spoken texts and reorganise information and ideas in a different text type
3. Read written texts and reorganise information and ideas in a different text type
4. Journal entry or personal account or short story
5. Examination

**OUTCOMES:**
1. Participate in a spoken or written exchange related to making arrangements and completing transactions.
2. Listen to, read and extract and use information and ideas from spoken and written texts.
3. Give expression to real or imaginary experience in written or spoken form.

**SUBJECT CHARGE:** $30

### COURSE OUTLINE FOR UNITS 3 & 4:
The areas of study for Units 3 & 4 comprise themes and topics, grammar, text types, vocabulary and kinds of writing designed to be covered in an integrated way. The prescribed themes (The Individual, The LOTE-speaking Communities and The Changing World) and topics (different for each language) are the subject of the activities and tasks the student undertakes. The course is designed to provide the student with the opportunity to build on what is familiar, as well as develop knowledge and skills in new and more challenging areas.

#### Unit 3

**ASSESSMENT:**
1. Writing task of imaginative or personal creative writing
2. A response to specific questions, messages or instructions, extracting and using the information requested
3. A 3-4 minute role play, focusing on the resolution of an issue

**OUTCOMES:**
1. Express ideas through the production of original texts.
2. Analyse and use information from spoken texts.
3. Exchange information, opinions and experiences.

#### Unit 4

**ASSESSMENT:**
1. A response to specific questions, messages or instructions, extracting and using the information requested
2. Informative, persuasive or evaluative written response to written texts
3. A 3-4 minute interview on an issue related to the texts studied

**OUTCOMES:**
1. Analyse and use information from written texts.
2. Respond critically to spoken and written texts which reflect aspects of the language and culture of the LOTE-speaking communities.

**SUBJECT CHARGE:** $30
COURSE OUTLINE FOR UNITS 3 & 4:
The areas of study for Units 3 & 4 comprise themes and topics, grammar, text types, vocabulary and kinds of writing designed to be covered in an integrated way. The prescribed themes (Self and others; Tradition and change in the Chinese speaking community; Global issues) are the subject of the activities and tasks the student undertakes. The course is designed to provide the student with the opportunity to build on what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Unit 3

ASSESSMENT:
1. A 500–600 character imaginative written piece
2. A response to specific questions, messages or instructions, extracting and using the information requested
3. A 4–5 minutes evaluative oral presentation focusing on points for and against an aspect related to texts studied

OUTCOMES:
1. Express ideas through the production of original texts.
2. Analyse and use information from spoken texts.
3. Exchange information, opinions and experiences.

Unit 4

ASSESSMENT:
1. A response to specific questions, messages or instructions, extracting and using the information requested
2. A 500-600 character persuasive or evaluative written response
3. A 4-5 minute interview

OUTCOMES:
1. Analyse and use information from written texts.
2. Respond critically to spoken and written texts which reflect aspects of the language and culture.

SUBJECT CHARGE: $30
Legal Studies

Unit 1: Criminal Law in Action

COURSE OUTLINE:
Unit 1 is a study of both criminal and civil law focusing on criminal law. Students will focus on the need for effective laws, the main sources and types of law. Secondly, students will focus on criminal law. Students will investigate and discuss crimes and sanctions and evaluate their effectiveness. Finally they will study processes for the resolution of criminal cases.

ASSESSMENT:
1. Test
2. Test
3. Examination

OUTCOMES:
1. Explain the need for effective laws and describe the main sources and types of laws in society.
2. Explain the key principles and types of criminal law, apply the key principles to relevant cases and discuss the impact of criminal activity on the individual and society.
3. Describe the processes for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice.

Unit 2: Issues in Civil Law

COURSE OUTLINE:
Unit 2 is a study of both criminal and civil law focusing on issues in civil law. Firstly, students look at rights that are protected by civil law and obligations it imposes, and look at how courts make laws. Secondly, students focus on the resolution of civil disputes and examine different methods of resolution, evaluating their effectiveness. Thirdly, they will focus on a specific area of civil law and evaluate its ability to respond to issues. Finally, students investigate an Australian case dealing with rights.

ASSESSMENT:
1. Test
2. Test
3. Investigation and Report
4. Examination

OUTCOMES:
1. Explain the principles of civil law, law-making by courts, and elements of torts, and apply these to relevant cases.
2. Explain and evaluate the processes for the resolution of civil disputes.
3. Explain one or more area/s of civil law and discuss the legal system’s capacity to respond to issues and disputes to the selected area/s of law.
4. Describe an Australian case illustrating rights issues, and discuss the impact of the case on the legal system and the rights of individuals.
Legal Studies

Unit 3: Law-Making

COURSE OUTLINE:
Unit 3 is a study of both how laws are made and how disputes are resolved and justice is achieved.

This unit investigates the institutions that determine our laws, their law-making powers and processes. Students will evaluate these bodies and examine the need for change in the law. They will investigate the role of the Commonwealth Constitution, undertaking a comparative analysis with another country. Finally, students will investigate the nature and importance of courts as law-makers and evaluate their effectiveness.

ASSESSMENT:
1. Topic tests
2. Structured questions

OUTCOMES:
1. Explain the structure and role of parliament, including its processes and effectiveness as a law-making body, describe why legal change is needed and how such change can be influenced.
2. Explain the role of the Commonwealth Constitution in defining law making powers within a federal structure, analyse the means by which law-making powers may change, and evaluate the effectiveness of the Commonwealth Constitution in protecting human rights.
3. Describe the role and operation of courts in law-making, evaluate their effectiveness as law-making bodies and discuss their relationship with parliament.

Unit 4: Resolution and Justice

COURSE OUTLINE:
Unit 4 is a study of both how laws are made and how disputes are resolved and justice is achieved.

Students will examine the institutions that adjudicate criminal and civil disputes. They investigate methods of dispute resolution; procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system. Using elements of an effective legal system, students will evaluate the effectiveness of the procedures used in resolving disputes. Finally, students consider reforms or changes that could further improve the operation of our legal system.

ASSESSMENT:
1. Topic tests
2. Structured questions
3. Examination - not school assessed

OUTCOMES:
1. Describe and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes.
2. Explain the processes and procedures for the resolution of criminal cases and civil disputes, and evaluate their operation and application, and evaluate the effectiveness of the legal system.
Unit 1: Approaches to Literature

COURSE OUTLINE:
Focuses on the ways in which the interaction between text and reader creates meaning. Students respond in a variety of ways to question and consider the ideas and concerns in texts, through investigation of literary features and conventions. Understanding of texts is further developed through the analysis of and response to literary criticism.

ASSESSMENT:
1. Oral presentation
2. Folio of responses
3. Analysis of literary criticism
4. Examination

OUTCOMES:
1. Respond to a range of texts and reflect on influences shaping these responses.
2. Analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

Unit 2: Context and Connections

COURSE OUTLINE:
Focuses on the ways literary texts connect with each other and with the world. Students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted through close analysis.

ASSESSMENT:
1. Creative and critical response
2. Comparative response
3. Close analysis
4. Examination

OUTCOMES:
1. Analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.
2. Compare texts considering the dialogic nature of texts and how they influence each other.

Unit 3: Form and Transformation

COURSE OUTLINE:
Focuses on the ways in which the form of a text affects meaning, and how writers construct their texts. Students investigate how meaning is affected by the way texts are adapted and transformed, and how the perspective 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.

ASSESSMENT:
1. Oral presentation
2. Adaptations and transformations essay
3. Creative response including reflective commentary
4. Examination - not school assessed

OUTCOMES:
1. Analyse the extent to which meaning changes when a text is adapted to a different form.
2. Respond creatively to a text and comment on the connections between the text and the response.

Unit 4: Interpreting Texts

COURSE OUTLINE:
Focuses on developing analytical and critical responses to text. Students consider their own context, that of the text, the ideas presented, the style of language and points of view. Students investigate literary criticism to produce an informed and sustained interpretation supported by close textual analysis.

ASSESSMENT:
1. Literary Perspectives Essay
2. Close analysis of a nominated text
3. Close analysis of a second nominated text
4. Examination - not school assessed

OUTCOMES:
1. Produce an interpretation of a text using different literary perspectives to inform their view.
2. Analyse features of texts and develop and justify interpretations of texts.
Mathematics

Subject Selections

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**VCE Specialist Mathematics Units 1 & 2**
- Is a prerequisite for Specialist Mathematics in Year 12
- Is offered to only the most able students
- Progressive Mathematics students who achieve HD2 or greater or who achieved HD1 average or above in General Mathematics
- Must also select Mathematical Methods (unless previously completed)
- Is not available to students who selected Standard Mathematics at Year 10

**VCE Mathematical Methods Units 1 & 2**
- May be studied by itself, but does not give background for Further Mathematics
- It is strongly recommended that it be studied in conjunction with General Mathematics or Specialist Mathematics
- Is offered to Year 10 students who have achieved a DS2 in Progressive Maths or HD2 in General Mathematics and receive a minimum Distinction on the final Year 10 examination and all algebra topics
- Is not available to students who selected Standard Mathematics at Year 10

**VCE General Mathematics Units 1 & 2**
- Is offered to Progressive, General and Standard students who have received CR2 average or greater
- May be selected with VCE Mathematical Methods Units 1 & 2 or by itself
- Is not available to students who have completed Year 10 Life Mathematics
- Prepares students for Further Mathematics at Year 12

**VCE Foundation Mathematics Units 1 & 2**
- Is offered to Year 10 Progressive, General, Standard or Life students who need a Year 11 Mathematics only
- Does not lead to Year 12 Mathematics

**VCE Specialist Mathematics Units 3 & 4**
- Must also select VCE Mathematics Methods Units 3 & 4
- Is offered to students who have completed VCE Specialist Mathematics Units 1 & 2 with a C average, and who are recommended by their teacher

**VCE Mathematical Methods Units 3 & 4**
- Is offered to students who have completed VCE Mathematical Methods Units 1 & 2 with a C average and are recommended by their teacher

**VCE Further Mathematics Units 3 & 4**
- Is offered to students who have completed VCE General Mathematics Units 1 & 2 stream

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Enrolment in a subject for which selection criteria have not been met may be considered only by written application to the Mathematics Teaching and Learning Leader stating reasons for consideration. This may also require an interview.

When selecting Units 1 & 2 Mathematics, please consider carefully the packages and any advice given.

Courses studied in 2017 will have a great impact on students’ selections for 2017–2018 and future tertiary choices.

Further advice must be sought for complete course information regarding tertiary prerequisites.
Mathematics

Specialist Mathematics

COURSE OUTLINE:
Over the course of Units 1 & 2, students study:

Arithmetic and Number: applications of arithmetic sequences and series, sets, complex numbers, matrices

Graphs of linear & non-linear relations: loci, polynomials, circular functions, ellipses, hyperbolas, polar graphs, parametric equations and kinematics

Geometry, measurement and trigonometry: circle geometry and proofs, trigonometric ratios, identities and double angle formulas, sine and cosine rules, applications in trigonometry, vector algebra, vector applications and proofs

Statistics: simulation, sampling and sampling distributions.

Transformations, trigonometry and matrices: Linear transformations of the plane and identities.

Unit 1

ASSESSMENT:
1. Basic skills
2. Analysis
3. Examination

OUTCOMES:
1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.

Unit 2

ASSESSMENT:
1. Basic skills
2. Analysis
3. Examination

OUTCOMES:
1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.

Mathematical Methods

COURSE OUTLINE:
Over the course of Units 1 & 2, students study:

Functions and Graphs: function notation, interpretation of key features of graphs of functions, transformations and inverse functions, polynomial, circular, exponential and logarithmic functions

Algebra: roots, factorisation, solving quadratic, cubic and trigonometric equations, index and logarithm laws

Calculus: derivative as gradient, differentiating by rule and from first principles, rates of change, maximum and minimum, anti-differentiation, motion graphs

Probability and Statistics: Independence, mutually exclusive events, addition rule, multiplication rule, conditional probability

Unit 1

ASSESSMENT:
1. Basic skills
2. Analysis
3. Examination

OUTCOMES:
1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.

Unit 2

ASSESSMENT:
1. Basic skills
2. Analysis
3. Examination

OUTCOMES:
1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.
Mathematics

General Mathematics

COURSE OUTLINE:
Over the course of Units 1 & 2, students study:

Algebra and structure: linear relations and equations.
Arithmetic and Number: computation and practical arithmetic, financial arithmetic
Discrete mathematics: matrix arithmetic and applications, number patterns and recursion
Geometry, measurement and Trigonometry: shape and measurement, geometry in two and three dimensions, trigonometric ratios and their applications
Graphs of linear and non-linear relations: linear graphs and modelling, sketching and interpreting graphs, inequalities and linear programming
Statistics: univariate and bivariate data, sampling

Unit 1

ASSESSMENT:
1. Basic skills
2. Application and problem solving
3. Examination

OUTCOMES:
1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.

Unit 2

ASSESSMENT:
1. Basic skills
2. Application and problem solving
3. Examination

OUTCOMES:
1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.

Foundation Mathematics

COURSE OUTLINE:
Over the course of Units 1 & 2, students study:

Space, Shape and Design: properties of shapes, two dimensional plans, diagrams to scale showing dimension, plans, models and diagrams
Patterns and Number: basic operations, place value, decimals, fractions and percentage, practical problems, formulas and their uses
Data: bar graphs, line graphs, pie graphs, interpretation of data, using technology to represent information
Measurement: metric measurement, measurement problems and solutions, workplace problems involving metric measurement with consideration of required accuracy and rounding strategies, materials estimation

Unit 1

ASSESSMENT:
1. Topic tests
2. Investigation, projects and assignments
3. Examination

OUTCOMES:
1. Confidently and competently use mathematical concepts and skills from the areas of study.
2. Apply and discuss mathematical procedures to solve practical problems in familiar and new contexts, and communicate their results.
3. Select and use technology to apply mathematics in a range of practical contexts.

Unit 2

ASSESSMENT:
1. Topic tests
2. Investigation, projects and assignments
3. Examination

OUTCOMES:
1. Confidently and competently use mathematical concepts and skills from the areas of study.
2. Apply and discuss mathematical procedures to solve practical problems in familiar and new contexts, and communicate their results.
3. Select and use technology to apply mathematics in a range of practical contexts.
Mathematics

Specialist Mathematics

COURSE OUTLINE:

Functions and graphs: graphs of reciprocal, polynomial functions and asymptotic behaviour, circular functions and their identities, inverse functions. Reciprocal of circular functions, compound and double angle formula, restricted circular functions

Algebra: partial fractions, complex numbers, representation of relations and regions in the complex plane

Calculus: differential and integral calculus, differential equations, kinematics: rectilinear motion

Vectors: arithmetic and algebra of vectors, linear dependence and independence of a set of vectors, proof of geometric results, vector representation of curves in the plane and vector kinematics in one, two and three dimensions

Mechanics: statics and an introduction to Newtonian mechanics, for both constant and variable acceleration

Probability and Statistics: statistical inference related to distribution of sample means, simulations and confidence intervals.

Unit 3

ASSESSMENT:
1. Tests
2. Examination - not school assessed

OUTCOMES:
1. Define and explain key terms and concepts, and apply a range of related mathematical routines and procedures both using technology and by hand.
2. Apply mathematical processes in non-routine contexts and analyse these applications.
3. Use technology to develop mathematical ideas, produce results and carry out analysis.

Unit 4

ASSESSMENT:
1. Tests
2. Examination - facts and skills (not school assessed)
3. Examination - analysis task (not school assessed)

OUTCOMES:
1. Define and explain key concepts in relation to the topics, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.

Mathematical Methods

COURSE OUTLINE:

Over the course of Units 3 & 4, students study:

Functions and Graphs: polynomials, logarithmic and exponential functions, reflections, translations and dilations, inverse functions, circular functions, modelling using these functions, sum, difference, product of composite functions

Algebra: factorisation, logarithm laws, solution of logarithmic and exponential equations, one-to-one and inverse functions, solutions to trigonometric equations

Calculus: differentiation and anti-differentiation, product, quotient and chain rule, application of differentiation, areas under curves, estimation of stationary points and gradients

Probability and Statistics: discrete, probability density functions, Bernoulli trials and binomial distribution, normal distribution. Statistical inference, distribution of sample proportions, simulations and confidence intervals.

Unit 3

ASSESSMENT:
1. Tests
2. Application Task

OUTCOMES:
1. Define and explain key concepts in relation to the topics, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.

Unit 4

ASSESSMENT:
1. Examination – facts, skills (not school assessed)
2. Examination – analysis task (not school assessed)

OUTCOMES:
1. Define and explain key concepts in relation to the topics, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.
Mathematics

Further Mathematics

COURSE OUTLINE:
Over the course of Units 3 & 4, students study:

Data Analysis: displaying, summarising and describing univariate data and bivariate data, introduction to regression and displaying, summarising and describing time series data. Recursion and financial modelling including interest and depreciation.

Graphs and Relations: simple linear models, transformation of data and linear programming

Matrices: representation of data from a range of sources, matrix arithmetic to solve problems; transition matrices

Unit 3

ASSESSMENT:
1. Application project
2. Tests
3. Examination - facts, skills and analysis task
   (not school assessed)

OUTCOMES:
1. Define and explain key concepts as specified in the content from the areas of study, and use this knowledge to apply related mathematical procedures to solve routine application problems.
2. Use mathematical ‘Data Analysis’ concepts and skills to analyse a practical and extended situation, and interpret and discuss the outcomes of this analysis.
3. Use technology to develop mathematical ideas, produce results and carry out analysis.

Unit 4

ASSESSMENT:
1. Tests
2. Examination – facts, skills (not school assessed)
3. Examination – analysis task (not school assessed)

OUTCOMES:
1. Define and explain key ‘Applications’ terms and concepts, and use this knowledge to apply related mathematical procedures to solve routine application problems.
2. Apply mathematical processes in contexts related to the ‘Applications’ area of study, and analyse and discuss these applications.
3. Use technology to develop mathematical ideas, produce results and carry out analysis.
Media

Unit 1: Representation and Technologies of Representation

COURSE OUTLINE:
Enables students to develop an understanding of the relationship between the media, technology and the representations present in the Media. Students develop practical and analytical skills, including an understanding of how media products are constructed, and the implications of new media technologies.

ASSESSMENT:
1. Analysis of representations
2. Production design plan
3. Film production
4. New media research task
5. Examination

OUTCOMES:
1. Describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience.
2. Construct and compare media representations using two different media technologies.
3. Discuss the creative and cultural implications of new media technologies.

Unit 2: Media Production and the Media Industry

COURSE OUTLINE:
Allows students to develop their understanding of production stages and the roles involved in producing media product. Students develop practical skills, including an understanding of how media products are constructed, and the implications of new media technologies.

ASSESSMENT:
1. Oral presentation
2. Production design plan
3. Film production
4. Australian media organisation analysis
5. Examination

OUTCOMES:
1. Explain the media production process and demonstrate specialist production skills within collaborative media productions.
2. Discuss media industry issues and/or developments relating to the production stages of a media production, and describe specialist roles within the media industry.
3. Describe characteristics of Australian media organisations and discuss the social and industrial framework within which such organisations operate.

SUBJECT CHARGE: $70
Unit 3: Narrative and Media Production Design

COURSE OUTLINE:
Enables students to develop an understanding of how films tell stories using production and story elements. Students also develop practical skills through undertaking exercises related to aspects of the film production process. During this unit they develop a production design plan for their major film production to be completed in Unit 4.

ASSESSMENT:
1. Narrative essay
2. Media production exercises
3. Production design plan

OUTCOMES:
1. Analyse the nature and function of production and story elements in media texts, and discuss the impact of these elements on audience engagement.
2. Use a range of technical equipment, applications and media processes and evaluate the capacity, present ideas, achieve effects and explore aesthetic qualities.
3. Prepare a media production design plan.

Unit 4: Process, Influence and Societies’ values

COURSE OUTLINE:
Allows students to further develop practical skills in the production of their major film production. Organisational and creative skills are refined and applied throughout this process. Students also analyse the way in which media products are shaped by social values of the time in which they are produced. The role and influence of the media is also critically analysed in this unit.

ASSESSMENT:
1. Analysis of social values in media texts
2. Analysis of media influence
3. Video production
4. Examination - not school assessed

OUTCOMES:
1. Produce a media product for an identified audience from a media production design plan.
2. Discuss the relationship between social values, media texts and audiences through the analysis of the construction and interpretation of values represented in these texts.
3. Discuss the relationship between the media and its audiences and analyse arguments about the nature and extent of media influence.

SUBJECT CHARGE: $70
Music Performance

Unit 1: Music Performance

COURSE OUTLINE:
Focuses on performance in solo and group contexts, studying approaches to performance and performing, and developing skills in aural, analysis and theory comprehension. Students present a solo and group performance, demonstrate prepared technical work and perform previously unseen music. A minimum level of grade 5 AMEB or its equivalent is expected.

ASSESSMENT:
1. Performance examination – solo and group
2. Solo technique examination
3. Musicianship – aural, theory and analysis

OUTCOMES:
1. Prepare and perform a practiced program of solo and group works.
2. Prepare and perform a program of technical work – scales, exercises and unprepared performance.
3. Identify, re-create, notate and transcribe elements of music and describe ways in which expressive elements of music may be interpreted.

NOTE: Students choosing this subject must have an instrumental teacher for their chosen instrument and be attending weekly lessons.

Unit 2: Music Performance

COURSE OUTLINE:
Further develops skills in practical music and performance. Students present a prepared program of solo and group works, demonstrate prepared technical work on previously unseen music and develop skills in aural, analysis and theory comprehension. Selected works are analysed to enhance performance skills. This unit also focuses on music language that is relevant to performance and used to analyse, compose and improvise music.

ASSESSMENT:
1. Performance examination – solo and group
2. Solo technique examination
3. Musicianship – aural, theory and analysis
4. Organisation of sound – composition or improvisation folio
5. End of year examination

OUTCOMES:
1. Prepare and perform a musically engaging program of solo and group works.
2. Prepare and perform a program of technical work – scales, exercises and unprepared performance.
3. Identify, re-create, notate and transcribe elements of music and describe ways in which expressive elements of music may be interpreted.
4. Devise a composition or improvisation that uses music language drawn from analysis of selected works being prepared for performance.

NOTE: Students choosing this subject must have an instrumental teacher for their chosen instrument and be attending weekly lessons.

SUBJECT CHARGE: $20
Music Performance

Unit 3: Solo Performance

COURSE OUTLINE:
Focuses on the preparation and presentation of solo works using performance techniques to develop understanding of interpretation in a range of styles. Skills are broadened by ensemble performance, solo technical work and unprepared performance. A minimum level of grade 6 AMEB or its equivalent is expected.

ASSESSMENT:
1. Performance of selected solo and group works
2. Performance of solo technical work and previously unseen material
3. Musicianship – aural, theory and analysis

OUTCOMES:
1. Interpret and perform selected solo works in a range of styles and/or characters.
2. Perform group technical work and exercises on main instrument and show unprepared performance skills.
3. Write and describe selected features of music and analyse similarities and differences between interpretations including aural comprehension skills and the understanding of musical structure and the theoretical aspects involved.

NOTE: Students choosing this subject must have an instrumental teacher for their chosen instrument and be attending weekly lessons.

Unit 4: Solo Performance

COURSE OUTLINE:
Focuses on the preparation and presentation of solo and group works, demonstrating through performance an understanding of interpretation and styles of music. Music performance skills are extended by development of technical work, ensemble performance, unprepared performance skills, and studies in the aural, theory and analysis aspects of music performance. The focuses for analysis are works and performances by Australian musicians/composers.

ASSESSMENT:
1. Solo performance
2. Performance of solo technical and previously unseen material
3. Musicianship – aural, theory and analysis
4. Written examination - not school assessed

OUTCOMES:
1. Prepare and present an accurate and expressive performance of solo and group works.
2. Demonstrate performance technique, technical work and exercises on main instrument and show unprepared performance skills.
3. Identify, re-create, notate and transcribe short excerpts of music, and analyse the interpretation of expressive elements of music in pre-recorded works.

NOTE: Students choosing this subject must have an instrumental teacher for their chosen instrument and be attending weekly lessons.

SUBJECT CHARGE: $20
Philosophy

This study develops skills in reasoning, argument and analysis. Students respond to questions that are relevant to their own beliefs, knowledge, life and their participation in contemporary society.

Unit 1: Existence, Knowledge and Reasoning

COURSE OUTLINE:
Enables students to explore three main areas of study; Epistemology (the nature of knowledge), Metaphysics (the nature of reality) and Logic (the structure of arguments).

ASSESSMENT:
1. Short and extended answer test and analysis task
2. Essay
3. Extended answer test
4. Analysis task
5. Examination

OUTCOMES:
1. Analyse metaphysical problems, evaluate viewpoints and examine philosophical issues in relevant contemporary debates.
2. Analyse epistemological problems, evaluate viewpoints and arguments arising from these, and analyse philosophical issues in relevant contemporary debates.
3. Apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in metaphysics and epistemology.

Unit 2: Questions of Value

COURSE OUTLINE:
Includes a major exploration of ethics (what is morally right and wrong) and an overview of major philosophical questions including the foundation of morality, moral psychology and ideas of right and wrong, rights and justice, liberty and anarchy and aesthetics.

Formal elements of logic will be explored in greater depth.

ASSESSMENT:
1. Essay and short and extended answer test
2. Short and extended answer test and analysis task
3. Essay
4. Examination

OUTCOMES:
1. Analyse problems in ethics and moral theory and related contemporary debates, evaluate viewpoints and arguments, and discuss the interplay between philosophical thinking and contemporary ethical and moral debates.
2. Analyse selected problems in value theory, evaluate viewpoints and arguments in response to these problems, and discuss philosophical issues in the context of relevant contemporary debates.
3. Apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in value theory.
Unit 3: Minds, Bodies and Persons

Assessment Tasks

COURSE OUTLINE:
This unit considers the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in set texts from the history of philosophy to their own views on these questions and to contemporary debates.

ASSESSMENT:
1. Short answer test
2. Essay
3. Short and extended answer test

OUTCOMES:
1. Discuss concepts relating to the mind, psyche and body, and analyse and evaluate viewpoints and arguments concerning the relationship between the mind and body, and psyche and body, found within and across the set texts and in contemporary debates.
2. Analyse, compare and evaluate theories of personal identity in the set texts and discuss related contemporary debates.

Unit 4: The Good Life

COURSE OUTLINE:
This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life.

ASSESSMENT:
1. Essay
2. Short and extended answer test and essay
3. Examination - not school assessed

OUTCOMES:
1. Analyse, compare and evaluate the philosophical viewpoints and arguments in the set texts in relation to the good life.
2. Discuss contemporary debates related to the good life and the interplay between social and technological developments and conceptions of the good life.
Physical Education

Unit 1: The Human Body in Motion

COURSE OUTLINE:
Focuses on how the body systems work together to produce movement. Through practical activities students explore the relationship between the body systems and physical activity. Students explore a range of performance enhancing practices and consider the sociocultural influences on the use of legal and illegal practices.

ASSESSMENT:
1. Written report
2. Test
3. Laboratory report
4. Examination

OUTCOMES:
1. Collect and analyse information from, and participate in, a variety of practical activities to explain how the body systems function and how the aerobic and anaerobic pathways interact.
2. Collect and analyse information from, and participate in, a variety of practical activities to explain how to develop and refine movement in sporting actions.
3. Observe, demonstrate, evaluate and explain strategies used to prevent sports injuries.

Unit 2: Physical activity, Sport and Society

COURSE OUTLINE:
Students reflect on a variety of different forms of physical activity. They use theoretical models and measurement techniques to analyse the amount of physical activity and the sociocultural and environmental influences on physical activity behaviour. Students perform a major investigation into contemporary issues related to physical activity behaviour.

ASSESSMENT:
1. Written report
2. Test
3. Laboratory report
4. Examination
5. Presentation

OUTCOMES:
1. Describe how the body systems interact during physical activity.
2. Collect and analyse data related to individual population’s levels of participation in physical activity.
3. Implement and promote programs designed to increase physical activity within a selected group.

Unit 3: Movement Skills and Energy for Physical Activity

COURSE OUTLINE:
Students use their understanding of sociocultural and environmental factors that affect movement and application of biomechanical principles to analyse human movement. They also learn about how energy is produced for movement and the factors that affect the production of energy. This includes the study of energy system interplay and the fuels required by the energy systems.

ASSESSMENT:
1. Written report
2. Test
3. Examination - not school assessed

OUTCOMES:
1. Use knowledge related to factors that affect movement including biomechanics to analyse movement patterns.
2. Use data collected in practical activities to analyse how the body and energy systems work together.

Unit 4: Training to Improve Performance

COURSE OUTLINE:
Students investigate the required fitness components and participate in a training program designed to improve the selected components. Nutritional, physiological and psychological strategies to improve performance are investigated.

ASSESSMENT:
1. Written report
2. Test
3. Examination - not school assessed

OUTCOMES:
1. Plan, implement and evaluate training programs to enhance specific fitness components.
2. Analyse and evaluate strategies designed to enhance performance or promote recovery.
Unit 1: What ideas explain the physical world?

COURSE OUTLINE:
Ideas in physics are dynamic. As physicists explore concepts, theories evolve. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world.

ASSESSMENT:
1. Outcome tests
   a. Practical reports
   b. Investigation and briefing
2. Examination

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

Unit 2: What do experiments reveal about the physical world?

COURSE OUTLINE:
In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

ASSESSMENT:
1. Outcome tests
2. Practical Reports
3. Extended Practical Investigation
4. Examination

OUTCOMES:
1. Investigate, analyse and mathematically model motion of particles and bodies.
2. Students investigate a chosen topic on observations of the physical world.
3. Design and undertake an investigation of a physics question related to the scientific inquiry process of data collection and analysis and draw conclusions based on evidence from collected data.
Unit 3: How do fields explain motion and electricity?

**COURSE OUTLINE:**
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.

**ASSESSMENT:**
1. Outcome tests
2. A student designed extended practical activity
3. Data analysis

**OUTCOMES:**
1. Examine the similarities and differences between three fields: gravitational, electric and magnetic fields and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
2. Analyse and evaluate an electricity generation and distribution system.
3. Investigate motion and related energy transformations experimentally, analyse motion using Newton’s laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein’s theory of special relativity.

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

**COURSE OUTLINE:**
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.

**ASSESSMENT:**
1. Outcome tests
2. Summary of practical activities
3. Data analysis
4. Examination - not school assessed

**OUTCOMES:**
1. Investigate and explain the operation of electric motors, generators and alternators, and the generation, transmission, distribution and use of electric power.
2. Use wave and photon models to analyse, interpret and explain interactions of light and matter and the quantised energy levels of atoms.
3. Apply a wave model of sound and a field model of electromagnetism to describe, analyse and evaluate the recording and reproduction of sound.
Unit 1: Product Re-Design and Sustainability

COURSE OUTLINE:
Focuses on the analysis, modification and improvement of a product design. It provides a structured approach towards the design process and looks at examples of design practice used by a designer.

ASSESSMENT:
1. Preparation of a design folio
2. Record of production work
3. Examination

OUTCOMES:
1. To describe the methods used by a designer to design a product, and apply similar processes to document the redesigning of an existing product.
2. To use and evaluate materials, tools, equipment and processes to make the product redesigned in Outcome 1, and compare the finished product with the original design.

Unit 2: Collaborative Design

COURSE OUTLINE:
Students learn to work together in a team environment to design and develop a product range. Team members learn to contribute, share and finally develop viable solutions as outlined in the design brief scenario.

ASSESSMENT:
1. The completion of suitably advanced design folios
2. Written and physical evidence of production work
3. Short written reports on selected topics

OUTCOMES:
1. To individually and as a member of a team, identify a need and collaboratively develop design options and production planning in response to a design brief for a product range based on a common theme or a group product with component parts.
2. To justify, manage and use appropriate production processes to make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group project against the design brief.

SUBJECT CHARGE: $80
Unit 3: Applying the Product Design Process

COURSE OUTLINE:
Students investigate a client's or end-user's needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options.

ASSESSMENT:
1. The completion of suitably advanced design folios
2. Written and physical evidence of production work
3. Short written reports on selected topics
4. Examination - not school assessed

OUTCOMES:
1. Explain and demonstrate the role of a designer by writing a design brief, developing evaluation criteria, and identifying and explaining areas for research and methods used to develop design ideas.
2. Explain the factors that influence the design, development and manufacture of products within industrial/commercial settings.
3. Present a folio that documents the procedure and decision-making processes used while working as a designer to meet the needs of a client, and commence production of the designed product.

Unit 4: Product Development and Evaluation

COURSE OUTLINE:
Students continue to develop and manufacture the product designed in Unit 3 and record the production processes and modifications to the work plan and product. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria. Students make judgement about possible improvements.

ASSESSMENT:
1. Product analysis and comparison
2. Product manufacture
3. Production evaluation and marketing
4. Examination - not school assessed

OUTCOMES:
1. To analyse similar product types through a comparison of innovative features, function, aesthetic and visual appeal, and any economic, social and environmental benefits and costs.
2. To competently and safely apply a range of production skills and processes to implement the production plan, make the product designed in Unit 3, and manage time and resources efficiently.
3. To evaluate the outcomes of the design and production activities, and promote the product’s design features to the client and/or end-user.

SUBJECT CHARGE: $40+
Psychology

Unit 1: How are behaviour and mental processes shaped?

COURSE OUTLINE:
Human development involves changes in thoughts, feelings and behaviours. 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.

ASSESSMENT:
1. Assessment tasks chosen from:
   - Report of a practical activity, research investigation, brain structure modelling activity, logbook of practical activities, analysis of data/results, media analysis/response, problem solving involving concepts, test, reflective learning journal/blog, research report, examination
2. Student directed research investigation

OUTCOMES:
1. Describe how understanding of brain structure and function has changed over time; explain how different areas of the brain coordinate different functions; and how brain plasticity and damage can change psychological functioning.
2. Identify the varying influences of nature and nurture on a person’s psychological development, and explain different factors that may lead to typical or atypical psychological development.
3. Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

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

COURSE OUTLINE:
A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

ASSESSMENT:
1. Selected from the list above
2. Student directed practical investigation

OUTCOMES:
1. Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.
2. Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.
3. Able to design and undertake a practical investigation related to external influences on behaviour.
Unit 3: How does experience affect behaviour and mental processes?

COURSE OUTLINE:
The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them.

ASSESSMENT:
Tasks selected from:
- Evaluation of research, data analysis, essay, media response, annotated folio of practical activities, oral presentation using two or more data types, test, visual presentation

OUTCOMES:
1. Explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.
2. Able to apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person’s inability to remember information.

Unit 4: How is wellbeing developed and maintained?

COURSE OUTLINE:
Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour.

ASSESSMENT:
1. Tasks selected from above list
2. Scientific poster
3. Examination - not school assessed

OUTCOMES:
1. Explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption of a person’s functioning.
2. Explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.
3. Undertake a practical investigation related to mental processes and psychological function and present methodologies, finding and conclusions in a scientific poster.
Studio Arts – Photography

Unit 1: Artistic Inspiration and Techniques

COURSE OUTLINE:
Focuses on using sources of inspiration and ideas as the basis for artworks and exploring a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual forms. Students also explore the ways in which artists from different times and locations have interpreted ideas, sourced inspiration and used materials and techniques in the production of artworks.

ASSESSMENT:
1. Folio exploring ideas and camera techniques
2. Folio exploring ideas, sources of inspiration and digital post-production techniques to produce artworks
3. Examination

OUTCOMES:
1. Source ideas and inspiration and use a variety of methods to translate these into visual form.
2. Explore and use a variety of materials and techniques in the development of individual ideas and artworks.
3. Discuss how artists interpret sources of inspiration and use materials and techniques.

NOTE: It is highly recommended that students obtain their own camera.

Unit 2: Design Exploration and Concepts

COURSE OUTLINE:
Focuses on establishing and using a design process to produce artworks. The design process includes the use of an individual approach to locate sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities and potential solutions prior to the production of artworks. Students also develop skills in the visual analysis of artworks. Artwork/s are analysed to understand the artist’s ideas and the creation of aesthetic qualities and identifiable styles.

ASSESSMENT:
1. The production of a developmental folio and finished artworks
2. Written analysis of artworks from different times and cultures
3. Examination

OUTCOMES:
1. Develop a design process including visual research and inquiry, in order to explore and produce a variety of design explorations and artworks.
2. Analyse and discuss the aesthetic and conceptual qualities of artworks from different times and cultures.

NOTE: It is highly recommended that students obtain their own camera.

SUBJECT CHARGE: $70
Studio Arts – Photography

Unit 3: Studio Production and Professional Art Practices

COURSE OUTLINE:
Focuses on the implementation of the design process leading to the production of a range of potential solutions. Students use an exploration proposal to define an area of exploration and apply a design process to explore and develop their ideas and produce a range of potential directions for development in Unit 4. Students also investigate the historical and cultural context of artists’ work and analyse ways in which artists develop their styles.

ASSESSMENT:
1. Design process with an exploration proposal
2. Written tasks on professional styles and practices

OUTCOMES:
1. Prepare an exploration proposal that formulates the content and parameters of the design process and plan how this will be undertaken.
2. Present an individual design process that produces a range of potential directions to the aims and ideas documented relating directly to the exploration proposal.
3. Discuss art practices and analyse the development of distinctive styles and the issues that arise from the use of other artists’ work.

NOTE: It is highly recommended that students obtain their own camera.

Unit 4: Studio Production and Art Industry Contexts

COURSE OUTLINE:
Focuses on the production of a cohesive folio of finished artworks. In developing this folio, students present visual and written documentation explaining how potential directions generated in Unit 3 will be used to produce a cohesive folio of finished artworks. This unit also explores aspects of artists’ involvement in the current art industry including copyright and artists’ rights, focusing on the role of galleries and the methods and considerations involved in the preparation, presentation and conservation of artworks.

ASSESSMENT:
1. Folio of finished 2D and/or 3D artworks and evaluation demonstrating evolution of ideas and processes
2. Examination - not school assessed

OUTCOMES:
1. Present a cohesive folio of finished 2D and/or 3D artworks.
2. Reflection and evaluation of the folio.
3. Analyse and discuss the presentation and conservation of artworks and art industry contexts.

NOTE: It is highly recommended that students obtain their own camera.

SUBJECT CHARGE: $70
Studio Arts – 2D & 3D

Unit 1: Artistic Inspiration and Techniques

COURSE OUTLINE:
Focuses on using sources of inspiration and ideas as the basis for artworks and exploring a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual forms. Students also explore the ways in which artists from different times and locations have interpreted ideas and sourced inspiration and used materials and techniques in the production of artworks.

ASSESSMENT:
1. The production of a developmental folio and finished artwork
2. Materials and techniques folio
3. Written analysis of artworks from different times and cultures
4. Examination

OUTCOMES:
1. Source ideas and inspiration and use a variety of methods to translate these into visual form.
2. Explore and use a variety of materials and techniques in the development of individual ideas and artworks.
3. Discuss how artists interpret sources of inspiration and use materials and techniques.

Unit 2: Design Exploration and Concepts

COURSE OUTLINE:
Focuses on establishing and using a design process to produce artworks. The design process includes the use of an individual approach to locate sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities and potential solutions prior to the production of artworks. Students also develop skills in the visual analysis of artworks. Artwork/s are analysed to understand the artist’s ideas and the creation of aesthetic qualities and identifiable styles.

ASSESSMENT:
1. The production of a developmental folio and finished artworks
2. Written analysis of artworks from different times and culture
3. Examination

OUTCOMES:
1. Develop a design process including visual research and inquiry, in order to explore and produce a variety of design explorations and art works.
2. Analyse and discuss the aesthetic and conceptual qualities of artworks from different times and cultures.

SUBJECT CHARGE: $70
Studio Arts – 2D & 3D

Unit 3: Studio Production and Professional Art Practices

COURSE OUTLINE:
Focuses on the implementation of the design process leading to the production of a range of potential solutions. Students use an exploration proposal to define an area of exploration and apply a design process to explore and develop their ideas and produce a range of potential directions for development in Unit 4. Students also investigate the historical and cultural context of artists’ work and analyse ways in which artists develop their styles.

ASSESSMENT:
1. Design process with an Exploration proposal
2. Developmental folio and potential directions
3. Written tasks on professional styles and practices

OUTCOMES:
1. Prepare an exploration proposal that formulates the content and parameters of the design process and plan how this will be undertaken.
2. Present an individual design process that produces a range of potential directions to the aims and ideas documented relating directly to the exploration proposal.
3. Discuss art practices and analyse the development of distinctive styles and the issues that arise from the use of other artists’ work.

Unit 4: Studio Production and Art Industry Contexts

COURSE OUTLINE:
Focuses on the production of a cohesive folio of finished artworks. In developing this folio, students present visual and written documentation explaining how potential directions generated in Unit 3 will be used to produce a cohesive folio of finished artworks. This unit also explores aspects of artists’ involvement in the current art industry including copyright and artists’ rights, focusing on the role of galleries and the methods and considerations involved in the preparation, presentation and conservation of artworks.

ASSESSMENT:
1. Folio of finished 2D/3D artworks
2. Evaluation and reflection
3. Written tasks on Art Industry contexts
4. Examination - not school assessed

OUTCOMES:
1. Present a cohesive folio of finished artworks.
2. Reflection and evaluation of the folio.
3. Analyse and discuss the presentation and conservation of artworks and art industry contexts.

SUBJECT CHARGE: $70
Systems Engineering

Unit 1: Mechanical Engineering Fundamentals

COURSE OUTLINE:
Focuses on mechanical engineering fundamentals as the basis of understanding the underlying principles and the building blocks that operate in the simplest to more complex mechanical devices.

ASSESSMENT:
1. Production work/design
2. Practical demonstrations and applied design
3. Written report on diagnostic practice
4. Examination

OUTCOMES:
1. Recognise, identify, illustrate and use theoretical principles of mechanical systems.
2. Use appropriate processes in the designing, planning, manufacturing, documenting, performance testing, fault diagnosis and evaluation of a functional system.
3. Analyse a technological system in terms of its operation, function, energy use and social and environmental implications.

Unit 2: Electrotechnology Engineering Fundamentals

COURSE OUTLINE:
Students study fundamental electrotechnology engineering principles. Through the application of their knowledge, students produce basic operational systems. The systems produced by the students should employ a level of integration between mechanical and electronic components. Students also apply their knowledge and skills to research and produce technical reports.

ASSESSMENT:
1. Production work and applied design on integrated system
2. Practical demonstration and symbolic representation.
3. Written report on diagnostic practice
4. Examination

OUTCOMES:
1. Recognise, identify, illustrate and use theoretical principles of electrotechnology systems.
2. Design, plan, produce and evaluate a functional integrated system with reference to relevant Standards. Explain how new and emerging technologies influence the selection and development of a process, material and impact on design production.

SUBJECT CHARGE: $80
Systems Engineering

Unit 3: Systems Engineering and Energy

COURSE OUTLINE:
Focuses on how mechanical and electrotechnology systems are combined to form a controlled integrated technological system. This includes knowledge of sources and types of energy that enable engineered technological systems to function. Students also develop their engineering knowledge and undertake the construction of a substantial system. They explore contemporary energy issues in relation to powering systems.

ASSESSMENT:
1. Written report of diagnostic practice
2. Production work and design
3. Short written report on energy conversion
4. Examination - not school assessed

OUTCOMES:
1. Recognise, identify, represent, describe and explain the principles of controlled integrated technological systems. Design, plan, construct and document an integrated system to be completed in Unit 4, and effectively use diagnostic procedures for the system.
2. Analyse and compare the use of different energy sources and how they affect the design, performance and use of technological systems.
3. Student to be able to discuss the advantages and disadvantages of renewable and non-renewable energy sources, in order to analyse and evaluate the technology used to generate and store renewable/non-renewable energy

Unit 4: Integrated and Controlled Systems Engineering

COURSE OUTLINE:
Combines the contemporary focus of systems control and provides opportunities for students to build on their understanding and apply it to practical solutions through the construction of controlled integrated systems. In recent times, commercial integrated systems have increased function, control and internal monitoring subsystems within them.

ASSESSMENT:
1. Written report on diagnostic practice
2. Production work and report
3. Short written report on alternative energy
4. Examination - not school assessed

OUTCOMES:
1. Recognise, identify, represent, describe and explain the principles and functioning of controlled integrated technological systems.
2. Select components for, construct, diagnose, adjust, modify and repair an integrated technological system and its control devices, and provide an evaluation report of the system, its performance and the management of the project.
3. Students be able to describe and evaluate a range of new or emerging technologies, analyse the likely impacts of a selected or new innovation.

SUBJECT CHARGE: $40+ varies with materials
Visual Communication / Design

Unit 1: Visual Communication

COURSE OUTLINE:
This unit focuses on using visual language to communicate messages, ideas and concepts. Students practise their ability to draw what they observe and use visualisation drawing methods to explore their own ideas and concepts. Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of the way information and ideas are read and perceived. Students review the contextual background of visual communication.

ASSESSMENT:
1. Instrumental and observational folio
2. Exploration of design elements and principles
3. Research report
4. Examination

OUTCOMES:
1. Create drawings for different purposes using a range of drawing methods, media and materials
2. Select and apply design elements and principles to create visual communications that satisfy a stated purpose.
3. Describe visual communications referring to influences from the past and contemporary practices and by social and cultural factors.

Unit 2: Communication in Context

COURSE OUTLINE:
This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications. Students incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

ASSESSMENT:
1. Technical drawing folio
2. Folio of typography
3. Application of design process
4. Examination

OUTCOMES:
1. Create drawings that incorporate relevant technical drawing conventions.
2. Manipulate type and images to create visual communications.
3. Respond to a given brief to create a visual communication using the design process

SUBJECT CHARGE: $70
Unit 3: Visual Communication Practices

COURSE OUTLINE:
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. These are communication, product and environmental designs. Students investigate and experiment, research and analyse. They establish a brief and apply design thinking skills through the design process.

ASSESSMENT:
1. Analysis and practice in context
2. Design industry practice
3. Developing a brief and generating ideas

OUTCOMES:
1. Create visual communications for specific contexts, purposes and audiences.
2. Describe how visual communications are designed and produced in the design industry.
3. Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas.

Unit 4: Designing to a Brief

COURSE OUTLINE:
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. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. Students investigate how the application of design elements and design principles creates different communication messages with their target audience. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision-making to the client.

ASSESSMENT:
1. Develop and refine two design concepts
2. Resolution of two final presentations
3. Evaluation and explanation
4. Examination - not school assessed

OUTCOMES:
1. Develop distinctly different design concepts for each need, and select and refine.
2. Produce final visual communications that satisfy the requirements of the brief.
3. Devise a pitch to present and explain their visual communication presentations that satisfy the requirements of the brief.

SUBJECT CHARGE: $70
ICT30115 Certificate III in Information, Digital Media and Technology

COURSE OUTLINE:
Completion of VET ICA11 to Certificate III level in Information Support. This is a two year Vocational Education and Training Program that is able to contribute to the ATAR study score as one of the four best VCE studies. The program provides students with the opportunity to gain a nationally accredited certificate while they are still at school, and provides pathways for employment or direct entry to other tertiary courses. The VET Certificate III Course at Mount Waverley Secondary College is conducted as a two year program with Ringwood Training (Ringwood Secondary College) - a registered training organisation (RTO).

Students will study the following VET units (please note, competencies are subject to change and will not be confirmed until the commencement of each calendar year):

STRUCTURED WORKPLACE LEARNING (SWL)
Students are highly recommended to complete five days of structured workplace learning in an IT environment. This is conducted out of school time. Placement is completed during the Term 2 or 3 holidays.

NOTE
• Students are required to undertake Units 1 & 2 in order to enrol in Units 3 & 4. All applicants for this course will be interviewed prior to the course.
• This is a two year program
• There will be a compulsory information evening at Box Hill High School, Satern Building, Whitehorse Road, Box Hill from 7:30 - 8:30pm on Thursday 27 October 2016
• Students are advised to consult with the VET IT Instructor prior to selecting the program

COSTS
There are some enrolment and material charges associated with this certificate which will be payable on confirmation of subject offer in 2016.

A MATERIALS CHARGE OF (APPROX.) $560 APPLIES TO THESE UNITS. THIS IS A COMPULSORY FEE.
Mount Waverley Secondary College teaches the full Certificate III Course in Information Technology, not the partial course taught by most schools.

UNITS 1 & 2 (8 UNITS)

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNITS OF COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BSBWHS304 Participate effectively in WHS communication and consultation processes</td>
</tr>
<tr>
<td>2</td>
<td>ICTICT202 Work and communicate effectively in an IT environment</td>
</tr>
<tr>
<td>3</td>
<td>ICTICT203 Operate Application Software Packages</td>
</tr>
<tr>
<td>4</td>
<td>ICTNWK302 Determine and action network problems</td>
</tr>
<tr>
<td>5</td>
<td>ICTSAS301 Run standard diagnostic tests</td>
</tr>
<tr>
<td>6</td>
<td>ICTICT301 Create user documentation</td>
</tr>
<tr>
<td>7</td>
<td>ICTICT302 Install operating system software</td>
</tr>
<tr>
<td>8</td>
<td>ICTSAS304 Provide basic system administration</td>
</tr>
</tbody>
</table>

UNITS 3 & 4 (9 UNITS)

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNITS OF COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ICTSAS305 Provide ICT advice to clients</td>
</tr>
<tr>
<td>2</td>
<td>ICTSAS306 Maintain equipment and software</td>
</tr>
<tr>
<td>3</td>
<td>ICTSAS307 Install, configure and secure a SOHO network</td>
</tr>
<tr>
<td>4</td>
<td>ICTNWK304 Administer network peripherals</td>
</tr>
<tr>
<td>5</td>
<td>ICTNWK305 Install and manage network protocols</td>
</tr>
<tr>
<td>6</td>
<td>ICTNWK302 Resolve network problems</td>
</tr>
<tr>
<td>7</td>
<td>ICTNWK301 Provide network system administration</td>
</tr>
<tr>
<td>8</td>
<td>ICTICT303 Connect internal hardware components</td>
</tr>
<tr>
<td>9</td>
<td>ICTICT304 Implement system software changes</td>
</tr>
</tbody>
</table>

Units 3 & 4 have 3 SACs and a final examination to make up a scored assessment.
VCE/VET HOSPITALITY

Catering Operations & Kitchen Operations

SIT31013 Certificate III in Catering Operations

Want skills to increase your chances of getting a part time job? Want to work in the hospitality/tourism field? Want to be a chef or hotel/resort manager? Or just need to develop employability skills, so that when you are applying for that university course/interview where teamwork, communication and people skills are important to show you have them? Then VETiS Catering Operations is for you.

For the more hands on learner, this course is interesting and engages you in many activity based assessments. Intellectual students in this program will have the chance to study a subject that is academically less intensive, allowing the opportunity to challenge themselves in more practical activities. Students learn about all aspects of the Hospitality industry and are assessed as they learn to cook like a chef with trainers from Tafe, develop service skills in the restaurant and learn how to make coffees with our industrial coffee machine.

These courses can be completed over two or three years. As a Year 10/11 VCE subject you can study the Dual VET course developing skills in both the back of house (Kitchen Operations stream) and front of house (Hospitality stream). You will have the chance to further develop your skills in Years 11/12 in Units 3 & 4 in either or both front of house aspects or kitchen operations streams with Catering Operations Units 3 & 4 or Kitchen Operations Units 3 & 4 in the following years. Both these courses are designed to offer students a range of general hospitality skills as well as specific skills in a range of electives.

HOSPITALITY STREAM

The units of competency in this stream provide skills and knowledge to a “front of house” role and include training in the preparation of non-alcoholic beverages and espresso coffee, table service of food and beverages, Responsible Service of Alcohol Certificate providing advice on food and processing financial transactions.

KITCHEN OPERATIONS STREAM

These units of competency provide additional cookery skills and knowledge in the production of appetisers, salads, stocks and sauces, soups, farinaceous foods such as pastas rice and grains, vegetables, fruits and eggs.

This program allows students to begin Units 1 & 2 at Year 10 or Year 11 and the following year continue with the Unit 3 & 4 in either or both streams. You could pick up Units 1 & 2 in Year 10, complete one Unit 3 & 4 Hospitality stream in Year 11 and the other Unit 3 & 4 in Kitchen Operations in Year 12. All Units 3 & 4 have scored assessment and can contribute as one of best four subjects in your ATAR calculation and allow you to gain two nationally accredited certificates while you are at school.

Please Note: Venues for Units 3 & 4 Hospitality and Kitchen Operations stream for 2017 to be confirmed through IMVC at a later date.

A MATERIALS CHARGE OF APPROX. $560 APPLIES TO THESE UNITS (TBA). This is a compulsory fee
<table>
<thead>
<tr>
<th>CODE</th>
<th>UNITS OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
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</thead>
<tbody>
<tr>
<td>BSBWOR2O3B</td>
<td>Work effectively with others</td>
<td>15</td>
</tr>
<tr>
<td>SITHCC102</td>
<td>Prepare simple dishes*</td>
<td>25</td>
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<tr>
<td>SITHIND2O1</td>
<td>Source and use information on the hospitality industry</td>
<td>25</td>
</tr>
<tr>
<td>SITXFSAI01</td>
<td>Use hygienic practices for food safety</td>
<td>15</td>
</tr>
<tr>
<td>SITXINV2O2</td>
<td>Maintain quality of perishable supplies*</td>
<td>10</td>
</tr>
<tr>
<td>SITXWHSI01</td>
<td>Participate in safe work practices</td>
<td>12</td>
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<tr>
<td>SITHFAB2O1</td>
<td>Provide responsible service of alcohol</td>
<td>10</td>
</tr>
<tr>
<td>SITHCC1O3</td>
<td>Prepare sandwiches*</td>
<td>10</td>
</tr>
<tr>
<td>SITHIND2O2</td>
<td>Use hospitality skills effectively</td>
<td>Nil</td>
</tr>
<tr>
<td>SITXCCS2O2</td>
<td>Interact with customers</td>
<td>20</td>
</tr>
<tr>
<td>SITXCCS3O3</td>
<td>Provide service to customers</td>
<td>25</td>
</tr>
<tr>
<td>SITXCOM2O1</td>
<td>Show social and cultural sensitivity</td>
<td>20</td>
</tr>
<tr>
<td>SITHCC1O1</td>
<td>Use food preparation equipment*</td>
<td>25</td>
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<tr>
<td>SITHCC2O1</td>
<td>Produce dishes using basic methods of cookery*</td>
<td>45</td>
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<tr>
<td>SITHKOPIO1</td>
<td>Clean kitchen premises and equipment*</td>
<td>13</td>
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Total nominal hours for Units 1 & 2 270

STRUCTURED WORKPLACE LEARNING (SWL)

Students are required to complete a minimum of ten days of work placement in the Year 11 program and five days in the Year 12 program. This must include five days of food and beverage service and five days of kitchen service whichever is relevant to the units being studied during the Term 2 or 3 school holidays. Industry level skills will also be developed in the college café throughout the course.

Note: All students must undertake Units 1 & 2 to be able to enrol in the Units 3 & 4. All students applying for this course will be interviewed prior.

CATERING OPERATIONS PROGRAM UNITS 3 & 4 (2018) COSTS TBA

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNITS OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
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<tbody>
<tr>
<td>SITHFAB2O3</td>
<td>Prepare and serve non-alcoholic beverages</td>
<td>20</td>
</tr>
<tr>
<td>SITHFAB2O4</td>
<td>Prepare and serve espresso coffee</td>
<td>30</td>
</tr>
<tr>
<td>SITHFAB2O6</td>
<td>Serve food and beverage</td>
<td>80</td>
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<tr>
<td>SITHFAB3O9</td>
<td>Provide advice on food</td>
<td>40</td>
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<tr>
<td>SITXFIN2O1</td>
<td>Process financial transactions</td>
<td>25</td>
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SUB TOTAL 195

ASSESSMENT FOR UNITS 3 & 4
2 x Work performance, 1 x Folio, 1 x VCE Examination

Units 3 & 4 Kitchen Operations (2018) COSTS TBA

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNITS OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
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<tbody>
<tr>
<td>SITHCCC2O4</td>
<td>Produce vegetables, fruit, eggs and farinaceous dishes</td>
<td>45</td>
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<tr>
<td>SITXINV3O1</td>
<td>Purchase goods</td>
<td>30</td>
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<tr>
<td>SITHCCC2O3</td>
<td>Produce stocks, sauces and soups</td>
<td>35</td>
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<tr>
<td>SITHCCC2O2</td>
<td>Produce appetisers and salads</td>
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<tr>
<td>SITHCCC2O7</td>
<td>Use cookery skills effectively</td>
<td>50</td>
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SUB TOTAL 185

ASSESSMENT FOR UNITS 3 & 4
1 x Work performance, 2 x Folio, 1 x VCE Examination
### MATERIAL CHARGES FOR SUBJECTS

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>MATERIALS CHARGE</th>
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</tr>
<tr>
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</tr>
<tr>
<td>Philosophy</td>
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</tr>
<tr>
<td>Physics</td>
<td></td>
<td>Physics</td>
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</tr>
<tr>
<td>Product Design and Technology - Wood</td>
<td>$80</td>
<td>Product Design and Technology - Wood</td>
<td>$40 plus varies with materials</td>
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<tr>
<td>Psychology</td>
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</tr>
<tr>
<td>Studio Art - Photography</td>
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<tr>
<td>Studio Arts - 2D &amp; 3D</td>
<td>$70</td>
<td>Studio Arts - 2D &amp; 3D</td>
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<tr>
<td>Systems Engineering</td>
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<tr>
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<td>Visual Communication/Design</td>
<td>$60</td>
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<tr>
<td>VET- Hospitality / Kitchen Operations</td>
<td>$560 APPROX</td>
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<tr>
<td>VET - Information Technology</td>
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## PATHWAYS

### Arts Pathway

<table>
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<tr>
<th>LEARNING AREA</th>
<th>YEAR 10 Block B</th>
<th>YEAR 10 Block C</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>VISUAL ARTS</td>
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<td>2D Art</td>
<td>Studio Arts Units 1 &amp; 2</td>
<td>Studio Arts Units 3 &amp; 4</td>
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<td>3D Art</td>
<td>Vis Com Units 1 &amp; 2</td>
<td>Vis Com Units 3 &amp; 4</td>
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<td>Vis Comm</td>
<td></td>
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<tr>
<td>PERFORMING ARTS</td>
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<td>Music</td>
<td>Music Units 1 &amp; 2</td>
<td>Music Units 3 &amp; 4</td>
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<td></td>
<td>Drama</td>
<td>Drama Units 1 &amp; 2</td>
<td>Drama Units 3 &amp; 4</td>
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<td>Media Units 1 &amp; 2</td>
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<td>Media &amp; Animation</td>
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### English Pathway

**LEARNING AREA | YEAR 9 | YEAR 10 | YEAR 10 | YEAR 11 | YEAR 12**

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>1 PALs</th>
<th>Mainstream English</th>
<th>Mainstream English</th>
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<tr>
<td></td>
<td></td>
<td>1 Enhanced English</td>
<td>1 Enhanced English</td>
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<td>ENGLISH LANGUAGE</td>
<td>Mainstream English</td>
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<td></td>
<td>2 English Language Units 1 &amp; 2</td>
<td>5 English Language Units 3 &amp; 4</td>
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<td>ENGLISH LITERATURE</td>
<td>Mainstream English</td>
<td>English Literature (elective)</td>
<td>English Literature Units 1 &amp; 2</td>
<td>English Literature Units 3 &amp; 4</td>
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<td>ENGLISH AS AN ADDITIONAL LANGUAGE</td>
<td>English as an Additional Language (EAL)</td>
<td>English as an Additional Language (EAL)</td>
<td>4 English as an Additional Language (EAL) Units 1 &amp; 2</td>
<td>4 English as an Additional Language (EAL) Units 3 &amp; 4</td>
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</table>

1. Students with grades of DS2 or higher may be placed in Enhanced English as their Year 10 English units.
2. It is strongly advised that students need to have grades of DS1 or better in Year 10 before they consider selecting English Language or English Literature in Year 11. This may be instead of or in addition to Mainstream English.
3. To complete Year 12 English/EAL students must have satisfactorily completed one unit of Year 11 English or EAL.
4. At Years 9 & 10 EAL is done in addition to either Essential, Mainstream or Enhanced English. At Year 11 & 12 students must meet requirements. Please see the EAL Coordinator to check eligibility. EAL is done instead of Essential, Mainstream or Enhanced English.
5. Students who are in a Literacy class in Year 8 are strongly advised to select PALs as an elective in Year 9.
# PATHWAYS

## Health and Physical Education Pathway

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>YEAR 10 Block A</th>
<th>YEAR 10 Block C</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
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<tbody>
<tr>
<td>Health &amp; Physical</td>
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<tr>
<td>Education Pathway</td>
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<td></td>
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</tr>
<tr>
<td>Physical Education</td>
<td>Health &amp; Human</td>
<td>Health &amp; Human</td>
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<tr>
<td></td>
<td>Development</td>
<td>Development</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Units 1 &amp; 2</td>
<td>Units 3 &amp; 4</td>
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<tr>
<td>Health &amp; PE Sport</td>
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<tr>
<td></td>
<td>Physical</td>
<td>Health &amp; Human</td>
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<td></td>
<td></td>
<td>Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical</td>
<td>Units 1 &amp; 2</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Units 3 &amp; 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; PE Lifestyle</td>
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<tr>
<td></td>
<td>Physical</td>
<td>Health &amp; Human</td>
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<tr>
<td></td>
<td></td>
<td>Development</td>
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<tr>
<td></td>
<td>Physical</td>
<td>Units 1 &amp; 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Units 3 &amp; 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical</td>
<td>Health &amp; Human</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical</td>
<td>Units 1 &amp; 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Units 3 &amp; 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical</td>
<td>Health &amp; Human</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Units 1 &amp; 2</td>
<td></td>
<td>Development</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Physical</td>
<td>Units 1 &amp; 2</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Units 3 &amp; 4</td>
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## PATHWAYS

### Humanities Pathway

<table>
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<tr>
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<th>YEAR 10 Block B</th>
<th>YEAR 10 Block C</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HISTORY &amp; POLITICS</strong></td>
<td></td>
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<tr>
<td></td>
<td>Tyrants, Terror &amp; Total War</td>
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<td>20th Century History Units 1 &amp; 2</td>
<td>History - Revolutions Units 3 &amp; 4</td>
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<tr>
<td></td>
<td>American History - Dream or Nightmare?</td>
<td></td>
<td>20th Century History Units 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rights and Freedoms</td>
<td></td>
<td>Legal Studies Units 1 &amp; 2</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Australian &amp; Global Politics Units 1 &amp; 2</td>
<td>Australian &amp; Global Politics Units 3 &amp; 4</td>
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<tr>
<td><strong>COMMERCE</strong></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Law &amp; Order</td>
<td></td>
<td>Legal Studies Units 1 &amp; 2</td>
<td>Legal Studies Units 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Current Issues in Economics and Finance</td>
<td></td>
<td>Economics Units 1 &amp; 2</td>
<td>Economics Units 3 &amp; 4</td>
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<tr>
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<td>Money makes the World go Round</td>
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<td>Accounting Units 1 &amp; 2</td>
<td>Accounting Units 3 &amp; 4</td>
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<tr>
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<td>Business Management Units 1 &amp; 2</td>
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<td>Business Management Units 1 &amp; 2</td>
<td>Business Management Units 3 &amp; 4</td>
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<tr>
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<td></td>
<td></td>
<td>Geography Units 1 &amp; 2</td>
<td>Geography Units 3 &amp; 4</td>
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<td><strong>PHILOSOPHY</strong></td>
<td></td>
<td></td>
<td>Philosophy Units 1 &amp; 2</td>
<td>Philosophy Units 3 &amp; 4</td>
</tr>
</tbody>
</table>

1. Money Makes the World go Round recommended prerequisite for Business Management and Accounting
2. 20th Century History - completion of Year 10 History is recommended
3. Australian and Global Politics Units 1 & 2 - completion of Year 10 History/Politics is recommended
4. Legal Studies Units 1 & 2 - completion of Law and Order is recommended
5. Economics Units 1 & 2 - completion of Year 10 Economics and Finance is recommended

Units 3 & 4 History, Economics, Accounting - completion of Units 1 & 2 is strongly recommended.
# PATHWAYS

## Mathematics Pathway

<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
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<tbody>
<tr>
<td>Advanced</td>
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<td>Advanced</td>
<td>Mathematics Progressive</td>
<td>Specialist Mathematics</td>
<td>Specialist Mathematics</td>
</tr>
<tr>
<td>Mainstream</td>
<td>Mainstream</td>
<td>Accelerated</td>
<td>*</td>
<td>Mathematical Methods</td>
<td>Mathematical Methods</td>
</tr>
<tr>
<td>Advanced</td>
<td>Mainstream</td>
<td>Advanced</td>
<td>Mathematics Progressive</td>
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<td>Mathematical Methods</td>
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<tr>
<td>Mainstream</td>
<td>Mainstream</td>
<td>Advanced</td>
<td>Mathematics General</td>
<td>Mathematical Methods</td>
<td>Mathematical Methods</td>
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<tr>
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<td>Mainstream</td>
<td>Mainstream/Support</td>
<td>Mathematics General</td>
<td>Mathematical Methods</td>
<td>Mathematical Methods</td>
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</table>

You must do Mathematical Methods if you choose to do Specialist Mathematics
If you choose Year 11 General Mathematics in Year 10, you must also do Year 10 Mathematics Progressive.
* indicates an Accelerated Pathway
### Science Pathway

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>YEAR 10 Block B</th>
<th>YEAR 10 Block C</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PSYCHOLOGY FOCUS</strong></td>
<td>Science - Genetics &amp; Intro to Psychology</td>
<td>Psychology Units 1 &amp; 2</td>
<td>Psychology Units 1 &amp; 2</td>
<td>Psychology Units 3 &amp; 4</td>
</tr>
<tr>
<td><strong>BIOLOGY FOCUS</strong></td>
<td>Science - Genetics &amp; Intro to Psychology</td>
<td>Biology Units 1 &amp; 2</td>
<td>Biology Units 1 &amp; 2</td>
<td>Biology Units 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>Science - Natural Selection &amp; Evolution and Atomic Chemistry</td>
<td>Psychology Units 1 &amp; 2</td>
<td>Biology Units 1 &amp; 2</td>
<td>Biology Units 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemistry Units 1 &amp; 2</td>
<td>Chemistry Units 1 &amp; 2</td>
<td>Chemistry Units 3 &amp; 4</td>
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<tr>
<td><strong>CHEMISTRY FOCUS</strong></td>
<td>Science - Natural Selection &amp; Evolution and Atomic Chemistry</td>
<td>Biology Units 1 &amp; 2</td>
<td>Chemistry Units 1 &amp; 2</td>
<td>Chemistry Units 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>Science - Motion and Atomic Chemistry</td>
<td>Chemistry Units 1 &amp; 2</td>
<td>Physics Units 1 &amp; 2</td>
<td>Physics Units 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>Science - Electromagnetism and Reactive Chemistry</td>
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<td>Physics Units 1 &amp; 2</td>
<td>Physics Units 3 &amp; 4</td>
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<tr>
<td><strong>PHYSICS FOCUS</strong></td>
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<td>Physics Units 1 &amp; 2</td>
<td>Physics Units 1 &amp; 2</td>
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<td>Science - Electromagnetism and Reactive Chemistry</td>
<td>Physics Units 1 &amp; 2</td>
<td>Physics Units 1 &amp; 2</td>
<td>Physics Units 3 &amp; 4</td>
</tr>
</tbody>
</table>

You are unable to choose the following pairs of subjects:
Science - Natural Selection & Evolution and Atomic Chemistry and Science - Motion and Atomic Chemistry

* It is recommended that if you choose electromagnetism and reactive chemistry you should also choose one of the atomic chemistry units.
## PATHWAYS

### Technology Pathways: Information Technology and Materials and Systems Engineering

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>YEAR 10 Block B</th>
<th>YEAR 10 Block C</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
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<tbody>
<tr>
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<td>IT Units 3 &amp; 4</td>
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<td></td>
<td>3D Design &amp; Prototyping</td>
<td>IT Units 1 &amp; 2</td>
<td>IT Units 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IT Programming &amp; Networking</td>
<td>VET IT</td>
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</table>

### MATERIALS & SYSTEMS ENGINEERING

|                                   | Systems Electronics | 3D Design & Prototyping | Design & Production Wood | Systems Engineering Units 1 & 2 | Design & Production Technology Wood Units 1 & 2 | External VET Building Studies | External VET Building Studies | Systems Engineering Units 3 & 4 | Design & Production Technology Wood Units 3 & 4 |
## Technology Pathways: Food and Textiles

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>YEAR 10 Block B</th>
<th>YEAR 10 Block C</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOOD</strong></td>
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<tr>
<td>Café Culture</td>
<td>Food Studies Units 1 &amp; 2</td>
<td>Year 10 Love to Eat</td>
<td>Food Studies Units 3 &amp; 4</td>
<td>Food Studies Units 3 &amp; 4</td>
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<td>VET Hospitality Units 1 &amp; 2</td>
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<td>OR</td>
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<tr>
<td></td>
<td></td>
<td>VET Hospitality Units 1 &amp; 2</td>
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<td>OR</td>
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<tr>
<td><strong>MATERIALS TEXTILES TECHNOLOGY</strong></td>
<td>Tantalising Textiles</td>
<td>Product Design and Technology Textiles Units 1 &amp; 2 External</td>
<td>Product Design and Technology Textiles Units 3 &amp; 4 External</td>
<td></td>
</tr>
</tbody>
</table>
Junior Campus
145 Stephensons Road
Mount Waverley
Victoria 3149

Senior Campus
Lechte Road
Mount Waverley
Victoria 3149