



# **Senior School** (Year 10-12) **Curriculum Handbook** **2018**



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# Welcome

Dear Students and Families

Welcome to Year 10 -12 at ELTHAM.

Your journey begins now. Our job as an educational institution is to work with our students to enable their passions and dreams to become reality. We are determined that our young people will have the skills and experience for the careers of the future, not of the past. Automation, globalisation and collaboration are just three of the factors affecting our changing work force.

Gone are the days of 'one job for life'. Many of our young people will change their careers substantially over their working life, and consequently they need to have the knowledge and skills that enable them to adapt to a changing work force.

These days the requirements that universities, colleges and employers are looking for are changing. Results are still an important aspect of schooling, but many other skills are required for young people to achieve success in their lives. There is a new recognition of the importance of the so-called 'soft skills' like organisation, communication, collaboration and initiative. People's ability to empathize, to accept differences and to support and encourage others are vital social skills we all need to have fulfilling and happy lives.

Over the next three years students will have the opportunity to involve themselves in many different activities – some will be fun, some will involve leadership, some will be hard work and some will help develop and hone the skills mentioned earlier. It is important to realise that we are all leaders. Leadership is not something bestowed by a title or a badge; the best leaders are the ones who encourage and support others in their pursuits.

ELTHAM is a place that values each person for who they are and what they do. We don't want our students to look back at the end of their time at ELTHAM with regret, asking themselves "What if I had?" or "I wish I had". We therefore encourage all of our students to strive for excellence in every aspect of their lives and to consider all opportunities that are on offer.

I wish everybody a positive, happy and exciting next three years at ELTHAM.

Regards



Mark Pobjoy

Director, Senior School

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# The LifeWork Centre

The LifeWork Centre was initially set up to develop the very principles later promoted in the Australian Government's "Blueprint for Career Development". Thus we have always focused on the importance of personal management, learning, and career building for our young people. We help students realise that a person's career is a lifelong journey involving work/life skills. Therefore, we also assist with development of various life skills in areas such as organisation, stress and time management, communication, study techniques, community involvement and work experience.

We begin to work with you and your parents to customise an individual study program, beginning in Year 9. Your individual program is designed to help you achieve your goals and provide you with the flexibility to effectively balance learning, work and leisure.

## **How to Access the LifeWork Centre**

The LifeWork Centre has an open-door policy and you are welcome at any time to browse resources, both electronic and hard copy, or chat about your learning program and future options with your LifeWork Advisor. On-going support via one-on-one appointments is on offer to students at any time during their Senior Schooling as well as life beyond ELTHAM College. Time is spent with each student, including making use of Career Interest Questionnaires and aptitude testing, to develop an individual program that suits their interests, learning needs and styles. These programs are reviewed regularly to ensure students have maximum engagement with their program.

## **Choosing Subjects**

For those who already have some career ideas, choosing subjects is about matching your passions, combined with knowledge of any relevant tertiary training prerequisites. For the many students who are unsure about where they want to go in the future, it is about identifying strengths and areas of interest, combined with keeping options as open as possible.

## **Breadth of Subjects**

ELTHAM College acknowledges the lifelong value of, and need for, both vocational (practical) skills as well as theoretical knowledge. This is to ensure students are work ready when they finish their schooling. We offer a comprehensive range of choices including VCE subjects, VCE VET subjects, University Extension subjects and School Based Apprenticeships or Traineeships. We are also part of a government system where students from our local cluster of schools may take a subject offered by another school within that cluster if it is not offered in their own school.

Margie Jordan and Melissa Jenkins  
LifeWork Advisors

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# Senior School Contacts

## Senior School

### Main Reception

9437 1421 reception@elthamcollege.vic.edu.au

Melissa Ward **Senior School Administrator**

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Mike Brennin **Deputy Principal**

9433 9841 mbrennin@elthamcollege.vic.edu.au

Mark Pobjoy **Director, Senior School**

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Dorothy Allan **Director, Curriculum and Head of Literacy**

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Trish Douglas **VCE Coordinator**

9433 9974 tdouglas@elthamcollege.vic.edu.au

## Wellbeing

Di Murphy **Student Counsellor**

9433 9868 dmurphy@elthamcollege.vic.edu.au

## LifeWork Advisors

Margie Jordan

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Melissa Jenkins

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## International Student Team

Franceen Challons **International Team**

9433 9845 fchallons@elthamcollege.vic.edu.au

Angela Cronwright **International Team**

9433 9998 acronwright@elthamcollege.vic.edu.au

## Subject Teachers

All Senior School staff can be contacted by phone on 9437 1421, or via email. All of our email addresses utilise the same format (first name initial followed by surname) as shown in this example: mpobjoy@elthamcollege.vic.edu.au or use the contact list on mE.

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# Senior School and the Victorian Certificate of Education (VCE)

The VCE is the certificate that the majority of students within Victoria receive upon satisfactory completion of their secondary education. This certificate provides pathways to further study or training within University or TAFE and/or employment.

VCE or VCE VET subjects are broken up into four units, commonly referred to as Units 1, 2, 3 and 4.

To satisfactorily complete the VCE a student must have a satisfactory result (S) for a minimum of 16 units. This must include:

- at least three units from the English Group (English, English as an Additional Language, English Language and Literature), two of which must be a Unit 3–4 sequence
- an additional three Unit 3–4 sequences of studies other than English, which may include any number of English sequences once the English requirement has been met.

## Year 10-12 Subjects

Programs for our students in Years 10-12 are designed to run over a three year period, allowing students to develop a plan that suits their needs and to gain a positive outcome. There are three different levels of subjects on offer; Year 10 subjects, VCE Units 1 and 2 subjects and VCE Units 3 and 4 subjects.

Year 10 Subjects:

- the compulsory core subjects – English, Humanities, Sport and Fitness, Mathematics and Science run for a whole year, i.e. two semesters
- the majority of elective subjects run for one semester in length, and are designed to provide exploration across a range of areas
- students are expected to meet learning outcomes and also complete various assessment pieces that are given an internal mark (see Table A)

VCE Units 1 and 2 Subjects:

- may be undertaken separately or as a sequence
- in most instances Unit 1 and 2 subjects provide background knowledge and preparation for Unit 3 and 4 subjects
- these subjects are given an internal grade (see Table A) for each piece of assessment and then students are given a result of either 'S' (Satisfactory) or 'N' (Not Satisfactory) for the whole unit. These Unit 1 and 2 'S' or 'N' grades are reported externally to Victorian Curriculum and Assessment Authority (VCAA) and contribute to the 16 units required to complete the VCE

## Table A: Internal Marking Scheme

Year 10 -12 Subjects			
A+	90 - 100%	D+	55 - 59%
A	80 - 89%	D	50 - 54%
B+	75 - 79%	E+	40 - 49%
B	70 - 74%	E	30 - 39%
C+	65 - 69%	UG	Below 30%
		Ungraded	
C	60 - 64%	Not Graded	

VET subjects		
Very High:	21- 25	84- 100%
High:	18 - 20	72 – 83%
Medium:	15- 17	60 – 71%
Low:	12 – 14	48 – 59%
Very Low:	5 – 11	20 – 47%

Note: Not graded is used if there has been a reason for the work to not be assessed, such as late submission, student absence etc.

### VCE Unit 3 and 4 Subjects:

- Must be undertaken as a sequence
- These subjects are given a study score out of 50. The score is based on the School Assessed Coursework (SAC) and exam results for the subject
- These subjects are also given a 'S' or 'N' result, which is reported externally to VCAA and contributes to the 16 units required to complete the VCE

### VCE VET Subjects:

- These are competency based subjects that provide you with the opportunity to develop work related competencies and skills
- You obtain credit for VCE units and also receive a nationally recognised VET Certificate
- Results for VCE VET subjects are reported above

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## Choosing a Year 10 Program

A Year 10 program is made up of the 5 core subjects and up to 4 elective subjects which can be a combination of the Year 10 elective subjects with one Year 11 subject listed below or made up of all Year 10 electives. Any variations to this program will need to be discussed with the Director of Senior School in an interview that will be organised after a 'Year 10 program variation' form is completed and submitted by Friday 11 August.

Template Year 10 Program

	CORE					ELECTIVES	
Semester 1	English or EAL	Humanities or Australian Perspectives	Maths	Science	Sport and Fitness		
Semester 2	English or EAL	Humanities or Australian Perspectives	Maths	Science	Sport and Fitness		

Semester 1 7 Subjects = 5 Core & 2 Electives and

Semester 2 7 Subjects = 5 Core & 2 Electives

Students will be required to nominate up to 4 electives for their program in 2018. The electives can be chosen from the Year 10 elective subjects and Year 11 Subjects.

Information about the electives on offer starts on page 16 'Senior Subject Descriptions'.

### Subject Interview Process

Students are to attend the Subject Selection Night on **Tuesday 25 July 6.30-8.30pm** held predominantly in the Senior School Building, where you have the chance to speak with the subject teachers and tertiary representatives.

Subject Interviews will be offered at the following times and bookings are essential.

Wednesday 26 July: 4.00pm – 8.20pm

Thursday 27 July: 8.45am – 12midday and 4.00pm – 8.00pm

Friday 28 July (City Campus): 10.15 am – 1.55pm

### Online Selection Process

- 1) Students will need to select their electives online in preference order from 1 to 4 (*1 being the most preferred subject*) by **Thursday 10 August 9.00pm**
- 2) Students are to print out a hard copy of their selection and double check the subjects have been entered correctly.

- 1) On the back of the hard copy, students **MUST** nominate up to 3 RESERVE SUBJECTS and also include a reserve VCE subject (if they have nominated a VCE elective), before having a guardian sign the form and returning it to their Learning Advisor (Year 9) or the LifeWork Centre by **Friday 11 August**. Any variation forms will also need to be submitted by this date.

**Please note that subject clashes may occasionally occur when building the timetable. It is a complex puzzle and unfortunately not all students can have all of their subject choices accommodated. Therefore, please consider your nominated reserve subjects carefully, in case these need to be included in your program.**

# Choosing a Year 11 Program

A Year 11 program is made up of 6 subjects; one core and 5 elective subjects which can be a combination of the Year 11 subjects with one Year 12 subject or made up of all Year 11 subjects. Any variations to this program will need to be discussed with the Director of Senior School in an interview that will be organised after a 'Year 11 program variation' form is completed and submitted by Friday 18 August.

Template: Year 11 Program

6 Subjects = 1 English/EAL or Literature and 5 other subjects

Please note: Two reserve subjects need to be chosen in the event your subject combination can not be timetabled.

	CORE	SUBJECTS				
Semester 1	English or Literature or EAL Unit 1					
Semester 2	English or Literature or EAL Unit 2					

Information about the subjects on offer starts on page 16 'Senior Subject Descriptions'.

## Subject Interview Process

Students are to attend the Subject Selection Night on **Tuesday 25 July 6.30pm - 8.30pm** held predominantly in the Senior School Building, where you have the chance to speak with the subject teachers and tertiary representatives.

Students will be allocated a 15 minute interview time with their LifeWork Advisor in Week 4, Term 3 during class time. It is expected that all students attend their designated interview time and teachers will be told in advance the students who will be missing portions of their lessons.

## Online Selection Process

- 1) Students will need to select their electives online in preference order from 1 to 5 (1 *being the most preferred subject*) by **Thursday 17 August 9.00pm**
- 2) Students are to print out a hard copy of their selection and double check the subjects have been entered correctly
- 3) On the back of the hard copy, students **MUST** nominate up to 2 RESERVE SUBJECTS before, both the student and guardian will sign the form and return it to the LifeWork Centre by **Friday 18 August**. Any variation forms will also need to be submitted by this date.

**Please note that subject clashes may occasionally occur when building the timetable. It is a complex puzzle and unfortunately not all students can have all of their subject choices**

accommodated. Therefore, please consider your nominated reserve subjects carefully, in case these need to be included in your program.

## Choosing a Year 12 Program

A Year 12 program is made up of 5 subjects; one core and 4 elective subjects which can be a combination of the Year 12 subjects with one extension subject/SBAT or made up of all Year 12 subjects. Any variations to this program will need to be discussed with the Director of Senior Years in an interview that will be organised once a 'Year 12 program variation' form is completed and submitted by Friday 11 August.

Template: Year 12 Program

5 Subjects = 1 English/EAL or Literature and 4 other subjects

	CORE	SUBJECTS			
SEMESTER 1	English or Literature OR EAL				
SEMESTER 2	Unit 3 & 4				

Information about the subjects on offer starts on page 16 'Senior Subject Descriptions'.

### Subject Interview Process

Students are to attend the Subject Selection Night on **Tuesday 25 July 6.30pm-8.30pm** held predominantly in the Senior School Building, where you have the chance to speak with the subject teachers and tertiary representatives.

Students will be allocated a 15 minute interview time with their LifeWork Advisor in Week 3, Term 3 during one of their study periods. It is expected that all students attend their designated interview time.

### Online Selection Process

- 1) Students will need to select their electives online by **Thursday 10 August 9.00pm**
- 2) Students are to print out a hard copy of their selection and double check the subjects have been entered correctly.
- 3) Both the student and guardian will sign the form and return it to the LifeWork Centre by **Friday 11 August**. Any variation forms will also need to be submitted by this date.

# Curriculum at a glance

YEAR 10

Arts	
<a href="#">Art</a>	• #
<a href="#">Certificate II in Furniture Making</a>	
<a href="#">Certificate III in Music Industry (Performance)</a>	
<a href="#">Certificate III in Music Industry (Sound Production)</a>	
<a href="#">Certificate III in Screen &amp; Media (Creative Digital Media)</a>	
<a href="#">Certificate IV in Screen &amp; Media</a>	
<a href="#">Design</a>	•
<a href="#">Digital Art</a>	•
<a href="#">Drama</a>	
<a href="#">Film and Media</a>	•
<a href="#">Media</a>	
<a href="#">Music</a>	•
<a href="#">Music Performance</a>	
<a href="#">Studio Art</a>	
<a href="#">The Dramatic Arts</a>	•
<a href="#">Theatre Studies</a>	
<a href="#">Visual Communication Design</a>	
Business	
<a href="#">Accounting</a>	
<a href="#">Business Management</a>	
<a href="#">Certificate II in Hospitality</a>	
<a href="#">Certificate III in Hospitality (Hospitality Stream)</a>	

<a href="#">Certificate II in Hospitality (Kitchen Operations)</a>	
<a href="#">Economics</a>	
<a href="#">Financial Affairs</a>	•
<a href="#">Law and You</a>	•
<a href="#">Legal Studies</a>	

Computing			
<a href="#">VCE Computing</a>		•	•

English			
<a href="#">Australian Perspectives (International Students)</a>	CORE		
<a href="#">English</a>	CORE	•	•
<a href="#">English as an Additional Language (EAL)</a>	CORE	•	•
<a href="#">English Pathways (International Students Only)</a>	•		
<a href="#">Introduction to Journalism 1</a>	•		
<a href="#">Introduction to Journalism 2</a>	•		
<a href="#">Literature</a>		•	•

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	YEAR 10	VCE UNIT 1 and 2	VCE UNIT 3 and 4
<b>External Programs</b>			
Higher Education Studies			•
School Based Apprenticeships/Traineeship (SBATs)	•	•	•
<b>Health &amp; Physical Education</b>			
<a href="#">Certificate III in Sport &amp; Recreation</a>		•	•
<a href="#">Health and Human Development</a>		•	•
<a href="#">Outdoor Education (Journey to the Top)</a>	•		
<a href="#">Sport and Fitness</a>	CORE		
<a href="#">Physical Education</a>		•	•
<b>Humanities</b>			
<a href="#">A Beginner's Guide to Ideas</a>	•		
<a href="#">Australian Perspectives (International Students)</a>	CORE		
<a href="#">Environmental Studies: Your Planet Needs You!</a>	•		
<a href="#">Extended Investigation</a>			•
<a href="#">Geography</a>		•	•
<a href="#">Global Politics</a>			•
<a href="#">History - 20th Century</a>		•	
<a href="#">History – Revolutions</a>			•
<a href="#">Humanities (History/Geography)</a>	CORE		
<b>LOTE</b>			
<a href="#">Certificate II Applied Languages (Chinese)</a>	• #		
<a href="#">Certificate III Applied Languages (Chinese)</a>		•	•
<a href="#">Chinese (First Language)</a>		•	•
<a href="#">French</a>	• #	•	•
<b>Mathematics</b>			
<a href="#">Further Mathematics</a>		•	•
<a href="#">Mathematics</a>	CORE		
<a href="#">Mathematical Methods</a>		•	•
<a href="#">Specialist Mathematics</a>		•	•
<b>Science</b>			
<a href="#">Biology</a>		•	•
<a href="#">Chemistry</a>		•	•
<a href="#">Engineering for the 22<sup>nd</sup> Century</a>	•		
<a href="#">Environmental Studies: Your Planet Needs You!</a>	•		
<a href="#">Foodology – The Science of Food</a>	•		
<a href="#">Physics</a>		•	•
<a href="#">Psychology</a>		•	•
<a href="#">Science</a>	CORE		
<a href="#">The Power of the Brain</a>	•		

# The duration of this subject is for the whole year and equates to 2 elective options at Year 10

# Decision Making

The first step in making any decisions about a school program and a possible future career is to understand yourself, namely:

- who you are
- what you like and do not like
- what you are good at, and
- your values

There is no 'right' or 'wrong' choice. Life will take you on a complex journey involving many changes and career decisions. **At each step it's all about making the best decision you can at the time, using the best resources available.**

The thinking and reflecting process is an ongoing one, which we encourage you to engage with fully. The following resources can help you in the important process of getting to know yourself and learning about the world of work and where you might best fit.

**The LifeWork Centre** has an array of written and electronic resources available, an excellent computer-based interest questionnaire (myfuture), access to a thorough interest and aptitude test (The Morrisby Report), and the LifeWork website is accessible via ELTHAM College's mE.

## Careers/Jobs

**Myfuture:** [www.myfuture.edu.au](http://www.myfuture.edu.au) is a comprehensive career information service. It has a career exploration tool and job information. It can be particularly useful for putting together job resumes and course applications. To look at occupations that might suit you, select "my guide", then "identifying". To find out about specific occupations, select "facts" (top of screen), "Occupations" (in Work and Employment box) then "Alphabetically" (also at the top).

**Job Search:** [www.jobsearch.gov.au](http://www.jobsearch.gov.au) Select "Job Explorer" to get a sense of a job's aspects e.g. skills, knowledge, work values, interests and abilities needed, job environment, typical activities and tasks, and related occupations. Select "Job Outlook" for information on weekly earnings, job prospects, occupation size, gender ratio, median age etc.

## Online Tests

[personalitypathways.com/type\\_inventory.html](http://personalitypathways.com/type_inventory.html)

[myfuture.edu.au](http://myfuture.edu.au)

## Employment

**Careers Online:** [www.careersonline.com.au](http://www.careersonline.com.au) An excellent job search site, with job information modelled on the Jobs Guide, including details of training and descriptions of 1000+ jobs.

**Apprenticeships and Traineeships:** [australianapprenticeships.gov.au](http://australianapprenticeships.gov.au) and [www.aapathways.com.au](http://www.aapathways.com.au) provides information on apprenticeship options and pathways.

## Tertiary Institutions 2017 Open Days

Dates	Institutes	Campus
Sunday 30 July	<b>Swinburne University</b> <a href="http://www.swinburne.edu.au">www.swinburne.edu.au</a>	Hawthorn 10.00am - 4.00pm
Saturday 5 August	<b>Monash University</b> <a href="http://www.monash.edu.au">www.monash.edu.au</a>	Peninsula 10.00am - 3.00pm
Sunday 6 August	<b>Monash University</b> <a href="http://www.monash.edu.au">www.monash.edu.au</a>  <b>La Trobe University</b> <a href="http://www.latrobe.edu.au">www.latrobe.edu.au</a>	Clayton & Caulfield 10.00am - 4pm  Bundoora 10.00am – 4.00pm
Sunday 13 August	<b>RMIT</b> <a href="http://www.rmit.edu.au">www.rmit.edu.au</a>  <b>Australian Catholic University</b> <a href="http://www.acu.edu.au">www.acu.edu.au</a>  <b>William Angliss Institute</b> <a href="http://www.angliss.edu.au">www.angliss.edu.au</a>  <b>La Trobe University</b> <a href="http://www.latrobe.edu.au">www.latrobe.edu.au</a>	City, Bundoora & Brunswick 10.00am – 4.00pm  Melbourne 10.00am - 4.00pm  City 9.30am – 3.00pm  Bendigo 10.00am – 3.00pm
Sunday 20 August	<b>University of Melbourne</b> <a href="http://www.unimelb.edu.au">www.unimelb.edu.au</a>  <b>Monash University</b> <a href="http://www.monash.edu.au">www.monash.edu.au</a>  <b>Deakin University</b> <a href="http://www.deakin.edu.au">www.deakin.edu.au</a>  <b>Melbourne Polytechnic</b> <a href="http://www.melbournepolytechnic.edu.au">www.melbournepolytechnic.edu.au</a>	Parkville & Southbank 10.00am - 4.00pm  Parkville (Pharmacy Focus) 10.00am – 3.00pm  Geelong 9.00am – 3.00pm  Preston 10.00am – 4.00pm
Saturday 26 August	<b>Australian National University</b> <a href="http://www.anu.edu.au">www.anu.edu.au</a>	Canberra 9.00am – 4.00pm
Sunday 27 August	<b>Deakin University</b> <a href="http://www.deakin.edu.au">www.deakin.edu.au</a>  <b>Box Hill Institute of TAFE</b> <a href="http://www.bhtafe.edu.au">www.bhtafe.edu.au</a>  <b>Victoria University</b> <a href="http://www.vu.edu.au">www.vu.edu.au</a>  <b>Federation University of Australia</b> <a href="http://www.federation.edu.au">www.federation.edu.au</a>  <b>Australian Catholic University</b> <a href="http://www.acu.edu.au">www.acu.edu.au</a>	Melbourne 9.00am – 3.00pm  Box Hill 10.00am – 3.00pm  Footscray Park Only 10.00am – 3.00pm  Mount Helen 10.00am -3.00pm  Ballarat 10.00am – 3.00pm

Information about courses on offer can also be accessed via the VTAC website:

[www.vtac.edu.au](http://www.vtac.edu.au)

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# Senior Subject Descriptions

## Arts

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### Art

#### Year 10

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This subject caters for students who find Art challenging and enjoyable, and would like to expand on their skills. It is a year long subject that is designed to introduce individuality in the art making process, to initiate the exploration of new techniques and processes, and to encourage the development of individual ideas and style. There is a strong emphasis on experimentation with materials and techniques; on using visual art and design forms to communicate ideas and explore concepts; on observing and recording what you see around you; on designing and constructing work; and on expressing your own ideas through the practical work.

#### Skills

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Art has a strong focus on skill development in the following areas:

- develop the ability and confidence to express yourself through your work
- use a wide variety of art media and techniques, both traditional and contemporary
- work will range from the development of skills in process based art forms, particularly painting and drawing
- manipulation of non-traditional materials to create works and convey ideas

#### Content

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The main areas of the course are:

- practical drawing, design and painting exercises leading to finished art works
- introduction to sculptural processes
- development of a folio that explores and outlines the planning that goes into the production of finished work
- introduction to the analysis and discussion of contemporary and traditional artwork by artists
- working in a variety of media and art forms

## Art

### VCE Units 3 and 4

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You will enjoy this subject if you really like making art and spend time drawing or developing creative projects. In Art you will also learn about other artists and the way they think and develop their work. Art is a demanding subject that requires you to think and work independently both at school and at home.

To do Units 3 and 4 in Art you should have completed Studio Art 1 and 2 (and possibly Units 3 and 4) or you may have strong drawing, creating or design skills that mean you are able to appreciate and make artwork in your own style. You will learn to interpret different aspects of an artwork's meanings and messages and compare artworks through the application of interpretative frameworks. You will also learn to discuss and debate artworks and the different meanings and messages to support personal points of view.

### Skills

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Students will learn to:

- make personal art responses
- prepare a sustained and articulate body of their own artwork
- critically appraise and document their own and other artist's work
- visually analyse and evaluate a range of artwork
- develop personal viewpoints about the meanings, messages and qualities within a range of artwork

### Content

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Unit 3: Investigating and interpreting art

- make a broad and innovative exploration, trialling materials and techniques and exploring ideas, directions and personal concepts in a considered and insightful way to produce a body of individual work
- interpret the meanings and messages and compare artwork through the application of interpretive frameworks

Unit 4: Resolution and realisation and discussing and debating art

- complete with skill and aesthetic awareness a resolved body of work
- discuss commentaries and develop viewpoints on the meanings and messages in artworks

### VCE Units 1 to 4

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If you are interested in a career pathway where you can work with your hands, tools, machines and equipment to make furniture, then Certificate II in Furniture Making could be the start for you. The course is typically used to develop skills and knowledge to prepare students for entry into the furniture making field as apprentices. It involves the design and manufacture of furniture or fitted cabinets such as those used in kitchens and bathrooms. The Furnishing program is a course of study that gives students the opportunity to experience and learn a range of skills and procedures used in the furnishing trades and related industries. Students develop these skills through a variety of activities both in the classroom and the workshop over a two year period.

### Skills

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Skills are also included that cover assisting in the installation or renovation of kitchens and bathrooms and other fitted cabinets. This qualification does not cover shop fitting.

### Content

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- hand making timber joints
- join solid timber
- use furniture making sector hand and power tools
- make measurements and calculations
- assemble furnishing components
- undertake a basic furniture making project

### Packaging Rules

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To be awarded the MSF20313 Certificate II in Furniture Making, competency must be achieved in thirteen (12) units of competency.

- five (5) core units of competency
- seven (7) elective units of competency

There is an additional cost associated with this elective to cover materials

## Certificate III in Screen and Media (Creative Digital Media) CUA31015



### VCE Units 1 to 4

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This subject uses a combination of media, such as movies, music, animation and graphic design. It is recommended you have a keen interest in digital design, animation and interactive media. This subject is a nationally recognised qualification and will also provide students with a VCE study score.

Students must have completed VCE Units 1 and 2 of this Certificate to enrol in VCE Units 3 and 4.

**Please note: Units 1 and 2 of this subject will be offered in 2017 and not in 2018.**

### Skills

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Students develop:

- software skills including Photoshop, Illustrator, Dreamweaver and Flash
- interface design
- animation
- web design and creation
- video editing
- multimedia and design software

### Content

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You will learn a variety of computer applications. These include industry based software programs related to audio, video, graphics and multimedia authoring and design. Correct working methodologies are also addressed in the curriculum. You produce a variety of products that are image based for digital reproduction. You acquire skills in the production and design of interactive CD-ROMs, digital print media and internet use and research. All assessment tasks are project based. Some of the areas include: 2D graphics, text and audio in multimedia presentations, updating WebPages, manipulation of digital images, creation of interactive sequences and writing content and/or copy.

### Packaging Rules

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To be awarded the CUF30107 Certificate III in Media - Creative Digital Media, competency must be achieved in eleven (11) units of competency.

- three (3) core units of competency
- eight (8) elective units of competency

## Certificate III in Music Industry (Performance) - CUA30915



### VCE Units 1 to 4

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The Certificate III in Music Industry (Performance) is designed for students thinking about working in the music industry as a performer. The course will provide you with a wide range of knowledge and skills to be able to maximize your employment in the music industry.

At the completion of Units 3 and 4 students will gain a study score but the Certificate III in Music Industry (Performance) can only be awarded to students who have successfully completed the full Units 1 to 4 sequences.

### Skills

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At the completion of Certificate III in Music Industry (Performance), and depending upon the sequence you choose, students will be able to:

- explain how the Australian music industry works
- promote your musical works, build business and management skills
- perform in a local amateur environment, in a group and/or as a soloist, using improvisation
- compose and arrange a song
- use recording equipment to produce demos of your songs

### Content

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Throughout the course, you will be involved in:

- developing and extending your repertoire, developing your performance skills
- contributing to backup performance for a performance
- using computer music software for writing, recording and performing songs

There is an additional cost associated with this subject

## Certificate III in Music Industry - Sound Production – CUA30915



### VCE Units 1 to 4

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The Certificate III in Music Industry - Sound Production is designed for students thinking about working in the music industry in a variety of roles including sound engineer in a recording studio or live situation, audiovisual operator or as a musician developing skills to record their own music. This course will provide you with a wide range of knowledge and skills to be able to maximize your employment in the music industry. It is aimed at both musicians and non musicians, depending upon the stream chosen, who want to develop skills in the use of the technology associated with the music industry.

Students who complete the sequence of Units 1 to 4 will gain a study score as well as a Certificate III in Music Industry - Sound Production.

### Skills

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At the completion of Certificate III in Music Industry Sound Production students will be able to:

- explain how the Australian music industry works
- setup and operate equipment used for live sound production
- record a variety of music ensembles

### Content

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Throughout the course, you will be involved in:

- live sound production
- recording your own music as well as a variety of music groups including bands, choirs and ensembles
- using computer music software for writing, recording and performing
- copyright, recording and performing

There is an additional cost associated with this subject

## Certificate IV in Screen and Media CUA41215

### Content

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The Certificate IV in Screen and Media is a nationally recognised qualification. Experienced film makers can use the course to build their skill base. Those with minimal experience will be supported to develop the necessary skills within the course. All equipment is supplied.

Successful completion of the qualification aims to enhance the student's chances of entering the film, media or television industries and can provide a credit transfer towards further film production courses. The Certificate IV in Screen and Media will be taught by Media teacher Andy Hyde and filmmaker Leila Koren. The course aims to provide students industry standard video, audio and editing production skills using the latest technology. The course covers short narrative film and music video production including pre-production and post production.

Students will be learning skills through practical exercises, live shoots and group discussions. They will individually develop a script and a production plan for their own camp film. They will develop their writing skills, time management, and problem solving ability, confidence with technology and the ability to work effectively in a group and independently.

Students can begin the Screen Course at Year 11 or 12.

**Term 1:** Wednesdays 4.00pm until 7.00pm

FILM CAMP: One week of Term 1 holidays

**Term 2:** Wednesday 4.00pm until 7.00pm

**Term 3:** Wednesday 4.00pm until 7.00pm

MUSIC VIDEO PRODUCTION: One week of Term 3 holidays

**Term 4:** First 4 weeks - Wednesday 4.00pm until 7.00pm

Term One of the course includes workshops with industry professionals who will conduct training in script writing and how to get the best out of a camera. The film camp is designed to reflect an industry production, here each student will be scheduled to direct and then crew on morning, afternoon and night shoots.

Term Two includes training on the industry digital editing programme Premiere. Students will be allocated an edit suite each and will be trained while editing their movie.

In Term Three students will work in teams to plan for their music video production. This next phase includes workshops with industry professionals who will conduct training in lighting, production and project management, coordination of cast and crew and managing rehearsals. These films will be shot and edited during the Term Three Holiday period

In Term Four students will complete outstanding paperwork and promote their films to festivals and online.

### Packaging Rules

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To be awarded the Certificate IV in Screen and Media, competency must be achieved in thirteen (13) units of competency.

- three (3) core units of competency
- ten (10) elective units of competency

There is an additional \$700 cost associated with the camp aspect of this subject.

## **Design**

### **Year 10**

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In this subject, you will be looking at how drawing can be combined with graphic design to create what we see every day in advertising, websites and packaging. Students will be introduced to the use of illustration in some of the different forms of everyday design contexts. For example: symbols, collage and designs on CD covers, shopping bags, wine labels and t-shirts just to name a few.

It is recommended you enjoy drawing and have a keen interest in design and creativity. Even if you think you cannot draw, the best way to learn is to have a go while being guided.

### **Skills**

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Students will:

- be to use a variety of illustration techniques in the creation of a range of solutions to design problems
- be able to be creative in the whole process of developing the idea through to making the final presentation, while having fun at the same time
- learn to draw
- be able to apply and control your media to represent form (3D)

### **Content**

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The course will cover:

- the steps involved in the design process and its application
- the different styles of images for different purposes, and how this affects the target audience
- the functions of graphic design in our society, industry processes and the client/artist relationship
- various media including markers, colour and grey lead pencils, soft drawing material, collage and the computer

## Digital Art

### Year 10

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This subject introduces you to a variety of digital art forms. The subject is based around the digital image which may be created through photography and computer generated imagery. You will work through a range of topics all of which will give you a different experience in concept, photography and technology. The emphasis is both on the DIGITAL and the ART as separate yet combined experiences! You will also look into the practice of artists to understand the potential for manipulating these technologies in a creative way. You will work through a range of topics that explore ideas, principles and properties of the various media in order to appreciate the potential and limitations of digital art. You will be encouraged to use your time outside of class and will often have two different tasks running concurrently. Most works will draw inspiration from contemporary and historical artists as the basis for an idea/concept.

### Skills

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Students will develop the ability to:

- use a range of digital technology in the production of final art pieces
- apply the concepts and techniques of artists in the production of your own work
- utilise Adobe Photoshop and Adobe Illustrator for the purposes of your own work
- analyse and evaluate the works of others as well as your own

### Content

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- creating imagery utilising both photography and computer software
- making 3D solutions based on the digital outcome
- the course covers work in the areas of: optical art, photo mosaics, photo montages, kinetic art surrealism, low polygon 3D and multiple exposure photographic techniques

## Drama

### VCE Drama Units 1 to 4

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The study of Drama focuses on the creation and performance of characters and stories in naturalistic and non-naturalistic ways. Students draw on a range of stimulus materials and play-making techniques to develop and present devised work. Students also explore a range of performance styles and conventions, dramatic elements and stagecraft. They use performance and expressive skills to explore and develop role and character. They analyse the development of their own work and performances by other drama practitioners. Drama involves some work (after school and weekend rehearsals) outside the traditional classroom timetable, especially in the lead up to the ensemble production and during the performances.

**Please Note: In 2017 only Drama 1 and 2 or Theatre 1 and 2 will run, not both. The subject chosen to run will be based on whichever has greater student numbers.**

### Skills

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Students will develop the ability to:

- use, explore, describe, analyse and evaluate play-making techniques including the use of stimulus materials
- manipulate dramatic elements, performance and expressive skills in an ensemble and solo performance
- explore and manipulate conventions and stagecraft to enhance an ensemble and solo performance
- collaborate on and present performances to an audience

### Content

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Unit 1: Dramatic storytelling

- creating, presenting and analysing a devised performance
- written analysis of a student's own performance work and of a performance by professional drama practitioners
- students learn about and use stagecraft, conventions and performance styles from a range of contexts associated with naturalism and non-naturalism
- students manipulate expressive skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance styles and document the processes they use

Unit 2: Non-naturalistic Australian drama

- the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles
- students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context
- students use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism

Unit 3 focuses on:

- working with given stimulus material and guidelines that provide a starting point for the structure of a performance
- transformation of object, time, place and character in performance
- after performing to an audience the students describe, reflect upon, interpret, analyse and evaluate the construction and performance of their ensemble production
- students will also analyse and evaluate a performance that uses non-naturalistic performance styles selected from the prescribed VCE Drama Unit 3 Playlist

Unit 4 focuses on:

- the development of skills in transformation of character, time, place and object
- using playmaking techniques to develop a short non-naturalistic mini solo performance in response to given stimulus material

## **Film and Media**

### **Year 10**

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This subject begins by undertaking an extensive study of film production by watching and analysing a feature film. Using this base knowledge, we then begin our research for the production of our first film. Students will be trained in how to develop creative ideas and turn them into movies. The course provides skill development in most aspects of film production; camera, sound, editing and marketing. These skills are developed in the production of a number of short films, which will be entered for competition at the annual ELTHAM on Film Festival.

An interest in making exciting and creative films is an essential quality.

### **Skills**

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Students will:

- develop creative, organisational and film production skills
- learn the operation and functionality of the SLR camera
- build soundtracks using 'garageband' production software
- build titles using Photoshop and DaFont.
- explore film editing, using 'premiere' editing software

### **Content**

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The Film and Media course is designed to enable students to:

- explore the specific qualities of good film making while researching how film communicates to an audience
- the use of technical equipment
- complete short films and other training exercises

## Media

### VCE Units 1 to 4

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The media has a significant impact on people's lives. It influences the way people spend their time, helps shape the way they perceive themselves and others, and plays a crucial role in the creation of identity. Students analyse social media networks, study films and consider the way media messages are developed. In the media rooms, students often work in groups to appreciate different opinions, to develop ideas and perspectives and to realise projects. Student will learn to plan and produce short films. The Media courses involve a balance of practical and theoretical work, students who are confident and capable written English will thrive in this environment. As a pathway, students with experience or an interest in film, photography, journalism and creative writing, are well suited.

Students considering a career in the media should also consider Certificate IV in Screen and Media.

### Skills

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Students will:

- research new media
- manipulate photographic and digital images
- create and analyse visual representations
- work in collaborative team environments
- develop time management, project planning and problem solving skills
- consider how production and story elements structure narratives
- design, plan and produce either film, photography or web based media products

### Content

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Unit 1: Media form, representations and Australian stories

- develop an understanding of the relationship between the media, technology and the representations present in media forms
- design, plan and produce films and/or photography tasks
- the influence of our culture on our stories, analyse who owns and controls the Australian media

Unit 2: Narrative across Media forms

- develop an understanding of production and story elements while analysing films
- develop practical skills through undertaking assigned roles during participation in specific stages of a media production
- develop an awareness of 'new media' and its impact on the democratic process

Unit 3: Media Narratives and Pre Production

- develop an understanding of production and story elements while analysing two films
- analyse films to better understand the way media texts are shaped by our cultural values
- develop media skills by testing equipment and ideas
- plan a major production in either film, photography or web based media

Unit 4: Media Production, Societies Values, Media Texts and Influence

- produce the planned production from Unit 3
- study propaganda and the influence of media on individuals

## **Music**

### **Year 10**

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The Year 10 Music elective facilitates students to develop a broader understanding of music. Students are given the opportunity to perform as both a soloist and as a member of an existing College ensemble as well as performing within the Music class. To enhance their developing performance skills, students will also hone their skills in reading and writing music, including composing original music. All students studying this subject must be learning from a private instrumental/singing teacher, either at the College or externally, and have done so for at least two years prior.

The course requires occasional evening performances and out-of-hours ensemble rehearsals.

### **Skills**

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Students develop the ability to:

- perform as a soloist or member of a group
- technical flexibility on your chosen instrument/voice
- develop your listening and analysis skills
- some basic music theory and aural knowledge

### **Content**

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- select your repertoire, rehearse and perform within the music class and to audiences
- work on practice and performance skills required to perform
- listen to and discuss a range of musical styles and performances
- develop a basic experience of improvisation on your instrument

## Music Performance

### VCE Units 1 to 4

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Are you currently learning a musical instrument? Why not have your talent count as part of a music subject? VCE Music enables you to develop a broader understanding of music. Practical music making plays an important role in this course. You are given the opportunity throughout the year to perform as both a soloist and as a member of an existing College ensemble. To enhance your developing performance skills, you also develop skills in reading and writing music, including composing of your own music.

It is recommended that you have a deep commitment to, and passion for music to complete this subject. A minimum of two years of lessons and performance experience on your instrument/voice is recommended. During these Units you must undertake weekly private instrumental lessons on your instrument/voice, either at the College or externally. The course requires occasional evening performances and out-of-hours ensemble rehearsals.

### Skills

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At the completion of VCE Music Performance students will have:

- the ability to perform confidently as a soloist or member of a group
- technical flexibility on your chosen instrument/voice, solo technique and sight reading skills
- developed your listening and analysis skills
- an established level of music theory and aural knowledge
- created and composed your own music
- developed skills to analyse in depth the music you perform

### Content

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Unit 1 and 2:

- build performance and musicianship skills
- present performances of selected group and solo music works using one or more instruments
- investigate the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance
- identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work
- develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills
- students also devise an original composition or improvisation

Unit 3:

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

Unit 4:

- refine their ability to present convincing performances of group and solo works
- select group and solo works that complement works selected in Unit 3
- further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work
- continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance

## Studio Art

### VCE Units 1 to 4

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You will enjoy this subject if you have a love and appreciation of art. Studio Art is a highly demanding subject that requires self-motivation, an independent work practice and effective time management.

To undertake Units 3 and 4 in this subject it is recommended, though not essential, that you have successfully completed Units 1 and 2, as these develop skills in reflection, critiquing and using art terminology.

Units 1 and 2 focus on using sources of inspiration and ideas as the basis for creating artworks. Based on a design process, students explore a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form.

Units 3 and 4 focus on the implementation of the design process leading to the production of a range of potential directions and the production of a cohesive folio of finished artworks. You will use an exploration proposal to define an area of focus. You will use the design process to explore and develop ideas to produce a range of potential directions in Unit 3 and a cohesive folio of finished artworks in Unit 4.

### Skills

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Students will learn to:

- develop ideas and starting points into visual form
- explore a variety of materials and techniques
- develop artworks through a design process
- interpret art ideas and the use of materials and techniques used by artists from different times and locations
- analyse artworks
- present a folio of finished artworks that develop from the design process
- discuss and research a variety of professional art practices and styles for both traditional and contemporary artists
- discuss a range of art industry issues in an informed manner

### Content

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Unit 1: Artistic inspiration and techniques

- develop art ideas through the study of a range of artist's work
- explore a range of materials and techniques

Unit 2: Design exploration and concepts

- develop a series of individual works through visual research and inquiry

Unit 3: Studio production and professional art practices

- formulate an individual design process
- present an individual design process that offers a range of potential solutions to be used to create a folio of work
- discuss the artwork of other artists and the ways their styles have developed

Unit 4: Studio production and art industry contexts

- produce a cohesive folio of individual work
- produce a document to focus, reflect and evaluate your work
- explore the art industry

## The Dramatic Arts

### Year 10

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The Dramatic Arts unit will concentrate on the acquisition of knowledge around theatre history and influential directors, creatives and practitioners from the modern and pre-modern period. It will also include a substantial practical component focusing on acting styles and theatrical techniques. This introduction to drama and theatre will prepare students looking to explore these subjects in more depth before VCE.

Students undertaking this subject will not be disadvantaged if acting is not their main interest area. Students will need to present performance work, but they may want to focus on design, direction, dramaturgy or another stagecraft area, as well as acting.

### Skills

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Students develop the ability to:

- apply theatre styles and conventions when interpreting play scripts for performance
- use performance skills, dramatic elements and expressive skills
- manipulate stagecraft elements (lighting, sound, marketing, direction, acting etc.)
- analyse and evaluate play scripts in performances

### Content

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- theatre history, theatrical conventions and styles
- performance skills
- stagecraft techniques/elements
- analytical and evaluative skills

## Theatre Studies

### VCE Units 1 to 4

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Calling all those who have a love and appreciation of theatre, even those who do not want to act! Students focus on acting and stage craft such as lighting, sound, set, directing, costume, make-up, publicity, stage management, dramaturgy, and multimedia. Theatrical performances are the formalisation of drama performance skills and play a fundamental role in any community. The development and exploration of text has been used since ancient times to inform, challenge and engage audiences. Theatre allows students to explore character and role in great depth. It demands focus, and promotes teamwork. Stimulus material, excerpts and play texts will be a major focus and students will be expected to participate in at least one production. Drama skills such as improvisation and the creation of original works will also be necessary. However, the main emphasis in Theatre Studies is on the realisation, through research and rehearsal, of modern and classic dramatic works.

To undertake Units 3 and 4 in this subject it is recommended, though not essential, that you have successfully completed Units 1 and 2. Theatre Studies involves a significant component of work outside the traditional classroom timetable, especially in the lead up to the production.

**Please Note: In 2017 only Drama 1 and 2 or Theatre 1 and 2 will run, not both. The subject chosen to run will be based on whichever has greater student numbers.**

### Skills

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These include:

- interpretation and analysis
- gesture, expressive skills
- script research and interpretation
- acting, rehearsal techniques and performance of plays
- stagecraft - acting, direction, dramaturgy, stage management, setdesign, costume, lighting, properties, make-up and sound
- production skills, including events coordination and budgeting

### Content

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Unit 1: Pre-modern Theatre

- context, background, and distinctive traits of pre-modern theatre styles
- staging scenes from Ancient Greek, Farce, Elizabethan and Realism plays
- analysis of live pre-modern theatre performances

Unit 2: Modern theatre

- context, background, and distinctive traits of modern theatre styles
- staging scenes from Surrealism, Absurdist and Epic Theatre
- analysis of live modern theatre performances

Unit 3: Playscript Interpretation (Production of a Play/Scenes)

- researching, developing and presenting a play script for performance
- utilizes knowledge and skill from Unit 1 & 2 to interpret and present a play script
- focus on stagecraft such as lighting, sound, theatre technologies, set, props costume and direction

Unit 4: Performance Interpretation

- analyze and evaluate live performance
- based on understanding of theatrical conventions

## Visual Communication Design

### VCE Units 1 to 4

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If you are creative and enjoy drawing and playing with computer graphics, then you will enjoy this subject. Visual Communication Design across all four units gives you an insight into how the whole design industry works, from the initial idea through to the making and production of final pieces of visual communication. There is a very large component of practical work with written work being spread over three of the four Units. The computer, although a very effective tool for producing final images, plays a small part in the production of work.

You will need to be motivated and self-directed, and have developed time management skills, as this subject is highly demanding. Visual Communication Design leads to the graphic, industrial, interior, advertising, multimedia and product design industries. If you have aspirations to work in the design industry, and/or associated industries such as architecture, then VCD will assist you to get there.

To undertake Units 3 and 4 in this subject it is essential that you have successfully completed Units 1 and 2 unless you have a full understanding of technical drawing gained through alternative means.

### Skills

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Students will learn to:

- draw as a means to design; observational, technical and visualisation
- develop concepts and ideas
- work through the design process to complete an end product(s)
- use Adobe Illustrator and Adobe Photoshop in the creation of final presentations
- discuss advertising, professional practice and analyse how 'they design it'
- formulate and work independently in the solving of design problems

### Content

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Unit 1: Introduction to Visual Communication Design

- explore and present final tasks which involve the three areas of drawing; observational, technical and visualisation
- explore a range of materials and techniques in the production of final presentations
- analyse advertising

Unit 2: Applications of visual communication within design fields

- continue to explore technical drawing and its application to designing environments/space
- the type and imagery relationship
- formulate an individual design process in the production of final presentations

Unit 3: Visual communication design practices

- explore and present final tasks which involve the three areas of design; industrial, communication and environmental
- analyse design industry practice
- formulate an individual design process in the production of two final presentations

Unit 4: Visual communication design development, evaluation and presentation

- continue to formulate an individual design process in the production of two final presentations started in Unit 3
- the pitch – sell what you have created back to your client

# Business

## Accounting

### VCE Units 1 to 4

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Accounting is about processing, reporting and using financial information as a basis for effective decision-making. Business owners and managers, or anyone working in the financial sector, need financial information to evaluate performance and make sensible decisions. If you enjoy working with detail and logical processes, then you are likely to enjoy Accounting. You will be required to think logically and often deal with figures. This course will suit students who are interested in learning how businesses record, report and use financial information. It is strongly recommended that students complete Units 1 and 2 before undertaking Units 3 and 4.

### Skills

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This study enables students to:

- acquire knowledge and skills to record financial data and report accounting information in a manner appropriate for users' needs
- develop an understanding of the role of accounting in the management and operation of a small business
- develop ICT skills in an accounting system and make effective financial decisions
- develop the capacity to identify, analyse and interpret financial data and accounting information
- use financial and non-financial information to improve the decision-making processes of a small business owner

### Content

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Unit 1: Establishing and operating a service business

- this Unit focuses on the establishment of a small business and its accounting and financial management
- students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information
- the cash basis of recording and reporting is used

Unit 2: Accounting for a trading business

- this Unit focuses on accounting for a sole proprietor of a single activity trading business
- students use a single entry recording system for cash and credit transactions and the accrual method for determining profit
- they analyse and evaluate the performance of the business, then suggest strategies on how to improve it
- students use a commercial software package to establish a set of accounts, record financial transactions and generate reports

Unit 3: Recording and reporting for a trading business

- this Unit focuses on financial accounting for a single activity sole trading business and emphasises the role of accounting as an information system
- students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting

Unit 4: Control and analysis of business performance

- this Unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process
- students investigate the role and importance of budgeting and undertake the practical completion of budgets for cash, profit and financial position
- students interpret accounting information from reports and graphs, and analyse the results to suggest strategies on how to improve the performance of the business

## Business Management

### VCE Units 1 to 4

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Business Management examines the ways businesses manage resources to achieve objectives. This subject follows the process from the first idea for a business concept, to planning and establishing a business, through to the day to day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years.

### Skills

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These include:

- application of business knowledge and concepts to practical situations
- analysing business information
- research aspects of business management using ICT and print material
- improving business operation
- accurately using management terms
- research and development
- case study analysis
- applying management change
- interpreting and evaluating business information
- managing human resources

### Content

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#### Unit 1: Planning a business

- businesses as major contributors to the economic and social wellbeing of a nation
- fostering new business ideas
- entrepreneurship
- factors affecting business ideas
- environments in which businesses operate

#### Unit 2: Establishing a business

- establishing a business within a legal framework
- financial record keeping
- staffing a business and establishing a customer base
- effective marketing
- effective ways to meet the needs of the business

#### Unit 3: Managing a business

- key processes and issues concerned with managing a business efficiently and effectively
- business objectives
- examine different types of businesses and respective objectives
- corporate culture
- management styles and management skills and the relationship between the two
- strategies to meet objectives

#### Unit 4: Transforming a business

- importance of key performance indicators to determine current performance
- positioning a business for the future
- study a theoretical model to undertaken change
- consider a variety of strategies to manage change
- importance of leadership in change

## Certificate II in Hospitality (Hospitality SIT20316)

## Certificate III in Hospitality (Hospitality Stream SIT30616)

## Certificate II in Kitchen Operations (Kitchen Operations Stream SIT20416)



### VCE Units 1 to 4

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The Hospitality program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the knowledge and skills to prepare them for a diverse range of occupations in the hospitality industry including commercial cookery, catering and food and beverage service. Students work in a training restaurant and industrial kitchen with paying customers.

Units 1 and 2 students attend Monday or Tuesday. Units 3 and 4 attend Wednesday or Thursday from 4.00pm to 9.30pm. Students receive a meal on arrival and theory class begins at 4.30pm for approximately 45 minutes. The students then prepare for restaurant which opens at 6.30pm. Students are required to have a full uniform for each session. The cost of the uniform is \$130 approximately at time of print. The cost of the online textbook book comes from composite fees. Students can select Kitchen Operations OR the Food and Beverage for Units 3 and 4. Uniforms are retained.

### Content

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Units 1 and 2: Hospitality

Certificate II in Hospitality provides students with the necessary training and skills for the achievement of competency in food and beverage service. We offer a blended delivery in the first year where students will develop skills in both front of house and in kitchen operations. Students get to prepare and serve food in the industrial kitchen, while also working in the dining room as a food and beverage waiter and bar attendant.

Depending on the electives chosen, Units 1 and 2 include:

- source and use information on the hospitality industry
- show social and cultural sensitivity
- prepare simple dishes
- work effectively with others
- use hospitality skills effectively
- interact with customers
- participate in safe work practices
- use hygienic practices for food safety
- produce dishes using methods of cookery

### Packaging Rules

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To be awarded the **SIT20316** - Certificate II in Hospitality, competency must be achieved in twelve (12) units of competency.

- six (6) core units of competency
- six (6) elective units of competency

## Units 3 and 4: Hospitality

Certificate III in Hospitality provides you with the necessary training and skills for the achievement of competency in food and beverage service. Hospitality incorporates units such as providing food and beverage service, preparing and serving non-alcoholic beverages and preparing and serving espresso coffee.

### **Packaging Rules**

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To be awarded the **SIT30616** - Certificate III in Hospitality, competency must be achieved in fifteen (15) units of competency.

- seven (7) core units of competency
- eight (8) elective units of competency

Students will only complete 5 units which allows them to obtain a statement of attainment.

### **Units 3 and 4 Kitchen Operations**

Certificate II in Hospitality (Kitchen Operations) provides you with the skills and knowledge to be competent in a range of kitchen functions and activities to work in various hospitality enterprises where food is prepared and served.

This incorporates units such as preparing, cooking and serving food for service, preparing appetisers and salads, preparing stocks, sauces and soups.

### **Packaging Rules**

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To be awarded the **SIT20416** - Certificate II in Kitchen Operations, competency must be achieved in thirteen (13) units of competency.

- eight (8) core units of competency
- five (5) elective units of competency

Students will only complete 5 units which allows them to obtain a statement of attainment.

## Economics

### VCE Units 1 to 4

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Economics is about how we make the best use of the scarce resources we have – at an individual, organisational and government level. It considers how best to balance competing interests in order to improve the wellbeing of people, and focuses on understanding financial dynamics and contemporary events that affect us every day. Economics will appeal to you if you are interested in learning how economic forces affect the lives of people, and influence the operations of government and business. It is a subject that has a particular focus on understanding what is happening in contemporary Australian society and economy.

There are no prerequisites for Units 3 and 4, although it is strongly recommended that students have completed Unit 1 and/or Unit 2 Economics.

### Skills

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These include:

- define key economic concepts and terms and use them appropriately
- acquire economic information from a range of sources
- construct graphs to represent and interpret economic information
- use economic tools and theories to analyse and predict economic outcomes
- understand the role of market in allocating resources

### Content

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Unit 1: The behaviour of consumers and businesses

- study the way humans behave and decisions made to meet the wants and needs of society
- consumer's role in the economy and the way they interact with businesses
- study economic models and theories
- investigate motivations and consequences of both consumer and business behaviour
- impact of technology and how it alters business and consumer interaction

Unit 2: Contemporary economic issues

- decisions made by consumers, businesses, governments and how they affect others
- trade offs
- pursuit of growth in incomes and production
- goal of economic sustainability and long term economic prosperity
- importance of economic growth

Unit 3: Australia's economic prosperity

- allocation of resources
- role of the Australian Government
- factors that affect price and quantity
- key measure of efficiency
- reason for the need for government intervention

Unit 4: Managing the economy

- macroeconomic goals
- use of wide range of policy instruments to influence these goals
- understand how the Australian Government can alter the composition and level of government outlays and receipts to influence aggregate demand and achievement of macroeconomic goals

## Financial Affairs

### Year 10

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Financial Affairs introduces students to economics, accounting and financial literacy by examining the way individuals and countries manage their resources. Economics is a social science looking at the behaviour and decision making of individuals in our society. This subject aims to make students aware of how the world operates and how the choices we make affect us as individuals. These choices impact on other individuals and groups in our society and ultimately the decisions that are made by businesses and governments throughout the world.

### Skills

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Students will develop skills such as:

- economic reasoning and financial concepts
- analytical reasoning
- financial management
- cost/benefit analysis
- preparing financial records
- researching and understanding economic issues and problems of global significance

### Content

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Course content will include:

- basic accounting principles, reports and terms
- role of governments and other institutions in the economy
- role and significance of savings and investments for individuals and the economy
- consumerism
- how goods and services are produced and how markets work
- study of global issues such as global poverty and global money markets
- alternative economic systems

## Law and You

### Year 10

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In this subject students develop an understanding of Australia's system of government, exploring the concept of democracy through comparison with another system of government. As members of Australian society students need to understand things that challenge the law in our community and have an impact on the 'common good' of all. It is also important that students understand rights and how to resolve conflict in the community. Students will gain an understanding of the role and structure of government. Furthermore, students look at the protection of human rights within Australia and the enforcement internationally.

### Skills

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These skills include:

- critically evaluate information and ideas relating to Australia's legal system
- account for different interpretations and points of view from political parties
- recognise and consider multiple perspectives to resolve contentious policy issues such as asylum seekers, euthanasia and climate change
- analyse parliament's response to a particular issue in law
- present evidence-based legal arguments using specific legal language
- use key legal terms

### Content

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- identify the key values and origins of Australia's legal system
- describe the key judicial and enforcement structures at federal, state and local levels
- explain the reasons behind citizenship and becoming an active citizen
- identify the differences between criminal and civil law and examine contemporary issues related to these areas of the law
- explain the role of parliament in the law making process
- describe Australia's electoral system and the role of political parties
- evaluate the protection of human rights in Australia and overseas

## Legal Studies

### VCE Units 1 to 4

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If you are interested in the workings of the legal system, the resolution of cases, and learning about the law and your rights and responsibilities, you will enjoy Legal Studies. This subject investigates the ways in which the law and the legal system relate to and serve individuals and the community. It is about how the justice system works, who makes laws, how they are made, and the laws that exist in society. Legal Studies also focuses on the resolution of cases and disputes through the legal system. Students explore contemporary legal issues and cases, and consider the concepts of fairness and justice within the legal system.

To undertake Units 3 and 4 in this subject it is recommended, though not essential, that you have successfully completed Units 1 and 2.

### Skills

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These skills include:

- define legal terminology and use it appropriately
- discuss, interpret and analyse legal information
- apply legal principles to relevant cases and issues
- critically evaluate the law making process

### Content

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#### Unit 1: Guilt and Liability

- focus on criminal and civil law
- maintaining social order and just punishments
- different sources of law and court hierarchy
- presumption of innocence
- key concepts of criminal law and types of crime
- legal reasoning to determine culpability and the impact of crime on individuals and society

#### Unit 2: Sanctions remedies and rights

- protecting rights of individuals and what happens when rights are infringed
- enforcement of criminal and civil law
- in-depth study of two criminal and two civil cases looking at how the principles of justice were achieved
- how rights are protected in Australia compared to other countries

#### Unit 3: Rights and Justice

- The Victorian justice system, addressing both the criminal and civil systems
- how the protection of rights upholds the principles of fairness, access and equality
- methods and institutions of the justice system, in considering the appropriateness of determining outcomes
- court hierarchy and other Victorian legal institutions and the roles of the judge, jury, legal practitioners and parties involved in cases
- investigation of the extent to which the principles of justice are upheld

#### Unit 4: The people and the law

- understanding of the institutions that make and reform our laws
- the relationship between the Australian people and The Australian Constitution and law making bodies
- how the Constitution establishes law making powers and protects people through checks and balances
- an understanding of the High Court and its role in protecting and interpreting the Constitution
- understanding of the relationship between Parliament and the Courts and the relationship between the two when it comes to law making
- the roles of individuals, the media and law reform bodies in influencing law reform

# English

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## English

### Year 10

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English provides a fundamental basis for VCE studies. It develops and refines students' ability to critically analyse the ways in which texts are constructed and interpreted. Students develop competence and confidence in creating their own written, oral and multimodal texts in an environment which values creativity and diversity. English fosters thinking skills which underpin all other disciplines. Completion of English is fundamental to entry and success at VCE level. Aptitude across the three strands – reading, writing and oral communication – provides a firm foundation for VCE English, Literature or EAL.

### Skills

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These skills include:

- familiarisation with, and analysis of a range of different text types and genres
- analysing how writers construct meaning and develop characters, ideas and themes in narrative texts
- recognising different ways of interpreting texts as well as the strategies used by readers to make meaning
- accurately using structures, features and conventions of a range of print, non-print and multimodal texts to suit a specific audience, purpose and context
- planning and revising
- small group work, whole class discussion, research, individual assignments and activities

### Content

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Students read and respond to a wide selection of novels, poetry, short stories, films and a rich range of other visual media. They compare the similarities and differences between texts in terms of how they deal with ideas, issues or themes from different perspectives to reflect particular values. They respond both analytically and creatively to selected texts, as well as analysing arguments and the use of persuasive language in texts that debate a topical issue in the Australian media. They will also prepare an oral presentation of a point of view.

## English

### VCE Units 1 to 4

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The ability to communicate effectively is a vital skill in our world. Language plays a significant part in determining how we think and feel. To be able to respond to the range of information and ideas available, you need a good understanding of the way language is used to manipulate us as readers. Print is only one medium. You must be able to read, write, speak, listen and think - using language to evaluate, criticise, analyse, persuade and reflect across a range of media and literary texts.

### Skills

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Students will learn to:

- identify and discuss ideas, themes and issues in set texts, and construct personal responses
- explore ideas and issues orally, giving considered reasons for a point of view and listening actively to the views of others
- analyse language used in the presentation of a debate in the contemporary media, and learn to construct a persuasive response to that topic
- experiment with a variety of writing styles for different purposes and audiences
- create written texts for a specified audience, purpose, language and context

### Content

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Unit 1:

The focus of this unit is on reading a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. They will also prepare an oral presentation of a point of view. In developing creative responses to texts, students explore how purpose and audience affect the choices they make as writers in developing ideas and planning work, making choices about structure, conventions, and language to develop voice and style.

Unit 2:

Students focus on reading and responding to an expanded range of text types and genres, and on the development of competence and confidence in creating written and oral texts. Students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. Students produce a written comparison of selected texts, discussing important similarities and differences. They identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create their own text that presents a point of view.

Unit 3:

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts that debate a topical issue in the Australian media, identifying, discussing and analysing how the features of selected texts create meaning and how they influence interpretation. They construct a sustained and reasoned point of view in oral form. Students also present sustained creative responses to selected texts, exploring issues of purpose and audience and making key choices about structure, conventions and language.

Unit 4:

In this unit students compare the presentation of ideas, issues and themes in texts. Students explore the meaningful connections between two texts; they produce a written analysis comparing texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values. Students build on their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year.

## English as an Additional Language (EAL)

### Year 10

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For International Students only: This subject provides a fundamental basis for VCE EAL. Students will improve fluency of communication and be able to actively participate in a range of Australian educational settings. Students will develop and refine their reading skills and be able to analyse how writers use structures, features and conventions to create meaning in a wide range of text types, and various multi media. Furthermore, attention will be given to enable students to recognise culturally different learning strategies and cross-cultural educational pedagogies.

### Skills

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Students will develop skills in:

- grammatical fluency and competence in written expression
- familiarisation with, and analysis of a range of different text types and genres
- identifying and discussing ideas, themes and issues in a range of set texts; and construct personal responses
- analysing an issue in the Australian media and understanding how writers use language to influence and persuade creating written texts for a specified audience, purpose, language and context

### Content

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Students respond both analytically and creatively to a wide selection of novels, poetry, short stories film and songs from different cultures including Australia.

## English as an Additional Language (EAL)

### VCE Units 1 to 4

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For International Students only: The study of EAL focuses on extending students' ability to participate effectively in English in academic and social settings. Students extend their language skills through thinking, reading, writing, speaking and listening. Familiarisation with a rich range of English text types will form a fundamental basis for developing VCE skills of evaluating, criticising, analysing, persuading and reflecting. Students immerse themselves in the language through print and visual media with the aim of becoming productive participants in society in the twenty-first century.

#### Skills

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Students will learn to:

- identify and discuss ideas, themes and issues in set texts, and construct personal responses
- communicate fluently and persuasively in writing, taking into account context, purpose and audience
- explore ideas and issues orally, giving considered reasons for a point of view and listening actively to the views of others
- explore language used in the presentation of a debate in the contemporary media, and learn to construct a persuasive response to that issue
- prepare and deliver a formal oral presentation on a subject of your own choosing
- experiment with a variety of writing styles for different purposes and audiences

#### Content

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Unit 1:

The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. They will also prepare an oral presentation of a point of view.

Unit 2:

The focus of this unit is on reading and responding to an expanded range of text types and genres, and on the development of competence and confidence in creating written and oral texts. Students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. Students produce a written comparison of selected texts, discussing important similarities and differences. Students also build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience.

Unit 3:

The focus of this unit is on listening, as well as reading and responding, both orally and in writing, to a range of texts. Students analyse how the authors of spoken and written texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen context, and the ability to explain choices they have made as authors. Students analyse and compare the use of language in written texts that debate a topical issue in the Australian media and construct a sustained and reasoned point of view in oral form.

Unit 4:

In this unit students compare the presentation of ideas, issues and themes in texts. Students explore the meaningful connections between two texts; they produce a written analysis comparing texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values. Students build on their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year.

## English Pathways

### Year 10

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For International Students only: This subject is for those students who require additional English language development, they will study this subject alongside their mainstream subjects. At the same time they will study English as an Additional Language (EAL). This course is interactive and designed to improve communication and study skills in order to prepare students for senior schooling. In this subject students will focus on developing their listening, speaking, reading and writing skills. In addition to improving everyday communication skills, students will be introduced to the language they will encounter in various mainstream subjects.

### Skills

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Students will develop skills in:

- communicating in everyday English
- reading and writing a range of different text types
- understanding and using English grammar
- studying in an English-speaking environment
- small group work, whole class discussion, research, individual assignments and activities
- negotiation where appropriate of individual content based on interests and areas of need

### Content

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English language texts including novels, newspapers, textbooks, films, television shows, websites and language learning software.

## **Introduction to Journalism 1**

### **Year 10: Semester 1**

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This semester elective will provide students with an introduction to the basic elements of journalism. Students will explore the bigger questions of what constitutes 'news' in the 21<sup>st</sup> century, and how news reporting has changed, especially because of the impact of technology. They will explore and create a range of different media, looking at the difference between 'hard' and 'soft' news.

#### **Content**

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Inside the industry

- newspapers
- magazines
- radio
- television
- citizen news
- What is news?
- What is truth?
- What is the future of newspapers?

## **Introduction to Journalism 2**

### **Year 10: Semester 2**

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This semester elective will provide students with a practical application in supporting the College production of 'Forum'. Students will be responsible for the content of specific pages, interacting with the college community. Students are expected to master theory, gain knowledge and skills in writing, proof reading and copy editing; there are opportunities for interested students to undertake photography, as well as collating, collecting and producing material for publication. Students will have the opportunity to investigate online journalism.

Students will work closely with the marketing department of the College, learning the complexities of magazine production.

Students need not have taken the first semester elective.

#### **Content**

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Forum practical application

- proof reading
- copy editing
- photography captions/consent
- printing
- key stakeholders/contributors
- timelines
- photography – style, appropriateness, consent to use
- terminology
- style guides (including house style)
- proof reading symbols

## Literature

### VCE Units 1 to 4

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The study of Literature is a means of exploring and making sense of human experience through the language of a literary work. How does the language manipulate the reader? What are the views and values of the author in that text? Classes focus on themes, key discourses, characters, the social context of the work, and the way in which genre and the conventions of writing are challenged and exploited by writers to particular effect. Literature encompasses the best thoughts of the best minds, and allows us to experience the world through a fresh perspective. If you are considering Literature it is strongly recommended that you have a real interest in reading, and can keep an open mind in viewing others' perspectives on the world.

The course is demanding, both in terms of its written components and the number and difficulty of the texts; therefore, it is generally recommended that you have attained an excellent standard in English in previous years before attempting this study.

### Skills

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Students will develop skills in:

- the close analysis of film, television or multi-media text and print texts, specifically with regard to literary conventions and production elements
- commenting, contrasting and comparing the ways in which different media or texts present interpretations of experience
- reflecting on ways in which texts represent and reflect on the views and values of individuals and particular groups in society
- making creative responses to texts

### Content

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Unit 1:

Students focus on the ways in which the interaction between text and reader creates meaning. Students respond critically, orally and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop an awareness of how the views and values that readers hold may influence the reading of a text. Students consider how language, structure and stylistic choices are used in different literary forms and types of text.

Unit 2:

Students explore the ways literary texts connect with each other and with the world. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across two texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based.

Unit 3:

Students focus on how the form of text is significant in the making of meaning, and reflect upon the way meaning changes when the form of the text is changed. For example, students may explore the transformation of prose into film, poetry into performance, or script into stage performance, and analyse how meaning changes when the form of a text changes. Students also focus on the imaginative techniques used for creating and re-creating a literary work.

Unit 4:

Students examine texts from the point of view of a theoretical position and focus on how texts can be assessed from different literary perspectives. Students respond to a text from the standpoint of a chosen point of view. Students then focus upon the close analysis of texts with detailed scrutiny of the language, style, concerns and construction of texts; they examine the ways specific features of a text may contribute to their overall interpretation, using detailed reference to the text, logical sequencing of ideas and persuasive language.

# Health and Physical Education

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## Certificate III in Sport and Recreation - SIS30115



### VCE Units 1 to 4

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If you enjoy being involved in sport and recreational activities, then this is the course for you. You will learn about and be involved in a variety of sporting pursuits and recreational activities to suit a range of groups and individuals in various contexts. You will get to plan, organise and facilitate varying sport and recreation sessions throughout your studies. And you will also focus on other areas such as maintaining grounds and playing surfaces, providing customer service, housekeeping and or administrative assistance. The Certificate III in Sport and Recreation is designed for students interested in the sport and recreation industry in areas and facilities such as fitness centres, outdoor sporting grounds or complexes, aquatic centres and community recreation centres.

### Skills

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Students will develop skills in:

- communicating with clients and professionals
- teamwork
- problem-solving
- developing initiative and using enterprise skills
- planning and organizing events and activities
- self-management
- learning
- using technology

### Content

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- recreation event planning and coordination
- client service
- communication
- emergency response/first aid
- industry and enterprise
- occupational health and safety
- fitness principles

### Packaging Rules

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To be awarded the SIS30115 Certificate III in Sport and Recreation, competency must be achieved in fifteen (15) units of competency.

- Nine (9) core units of competency
- Six (6) elective units of competency

## Health and Human Development

### VCE Units 1 to 4

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It is important you have an interest in investigating the factors that influence your health, safety and well-being and that of other individuals, families and communities. You will explore the physical, social, emotional and intellectual development of youth; the way youth cope with pressures to which they are exposed and the role of the Australian family and local communities in providing an environment for growth and development. Time will also be spent examining the health of Australians and the health problems we face; and the global issues such as the differences between people living in industrialised countries and those living in developing countries.

### Skills

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A huge variety of skills is developed and used during these Units including:

- gathering and summarising relevant information; analysis of statistics
- comparisons of viewpoints
- investigation of a number of topics
- evaluation of data already collected
- team work
- individual research

### Content

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#### Unit 1: Understanding Health and Wellbeing

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

#### Unit 2: Managing Health and Development

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

#### Unit 3: Australia's Health in a Globalised World

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

#### Unit 4: Health and Human Development in a global context

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

## Outdoor Education (Journey to the Top)

### Year 10

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This subject provides you with the opportunity to carefully plan and implement outdoor activities with the focus being on our 'peak trek' experience – the opportunity to trek for eight days over the roof of Victoria. You will learn to live simply and understand what equipment, clothing and safety considerations are essential for such challenging expeditions. In addition to the trek there are a number of single day activities which could include mountain bike riding, orienteering, cross country skiing and canoeing. Theory work is directly linked to the practical application of the outdoor experiences.

### Skills

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In this course students will acquire skills in:

- trip planning
- an understanding of safety procedures
- first aid
- skills in 'minimal impact' camping strategies
- physical fitness to complete the challenging walks

### Content

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Areas of Study:

- safe participation in the outdoors
- minimal impact travel and living
- leadership skills
- trip planning including menu planning for extended trips
- level 2 First Aid Accreditation

### Please note the following information for this elective

- There is an additional cost of approximately \$800 associated with this elective to cover the practical components.
- Day one of the two day First Aid Course will take place on the last day of the Term 2 holidays.
- The single day activities (mount bike riding, canoeing, cross country skiing, orienteering and caving) are all conducted on weekends during the school term. It is encouraged that students should be able to attend a minimum of 2 out of the 4 activities listed.
- The major eight-day trek will occur at the end of the school year (early December – please speak with Guy if you have any questions in regards to these dates for 2018).

## **Sport and Fitness**

### **Year 10**

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Students will participate in a wide range of fitness based activities and learn the long and short term benefits of these. As the year progresses students will be given the freedom to participate in their preferred fitness activities to better understand fitness gains. Time may also be spent developing various life skills in key areas such as organisation, stress and time management, communication and study techniques.

### **Skills**

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A variety of skills will be developed and used throughout the course:

- oral presentations, team work, individual research, organisation
- participation in a range of physical activities

### **Content**

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The focus of this course is an understanding of:

- basic human anatomy and physiology including identification of major bones and muscles in the human body
- fitness components and training principles through the use of heart rate monitors
- different methods of training - continuous, resistance, fartlek and interval sessions
- benefits of maintaining a healthy lifestyle and health related issues
- basic nutrition - through analysis of food intake and creating a healthy eating plan
- the importance of leadership and teamwork

## Physical Education

### VCE Units 1 to 4

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VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

#### Skills

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This study enables students to:

- use practical activities to underpin contemporary theoretical understanding of the influences on participation and performance in physical activity, sport and exercise
- develop an understanding of the anatomical, biomechanical, physiological and skill acquisition principles, and of behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity across the lifespan
- engage in physical activity and movement experiences to determine and analyse how the body systems work together to produce and refine movement

#### Content

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Unit 1: The human body in motion

- musculoskeletal system and the cardiovascular and respiratory systems of the human body
- how the muscles and bones work together to produce movement
- the social, cultural and environmental influences on movement
- the heart, blood vessels and lungs function at rest and during physical activity
- structure and function of the cardiorespiratory system and their contributions and interactions during physical activity, sport and exercise

Unit 2: Physical activity, sport and society

- the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan
- investigate sociocultural factors that influence physical activity and consider opportunities and barriers to participation for various population groups and settings
- strategies aimed at increasing physical activity and/or reducing sedentary behaviour
- contemporary issues associated with physical activity at the local, national and global level
- declining levels of physical activity across the lifespan, active transport, gender equity in physical activity and sport, cultural diversity and inclusion in physical activity

Unit 3: Movement Skills and Energy for Physical Activity

- classification of movement skills including fundamental movement skills, sport specific skills, open and closed
- biomechanical principles for analysis of human movement
- direct and constraints based approaches to coaching and instruction
- fuels (both chemical and food) required for resynthesis of ATP at rest and during physical activity, including the relative contribution of fuels at varying exercise intensities
- characteristics of the three energy systems for physical activity

Unit 4: Training to improve Performance

- analyse data to determine the major fitness components and the factors that affect them, and energy systems used in a variety of sporting events and physical activities
- determine an appropriate fitness testing regime based on the physiological, psychological and sociocultural needs of the individual and the requirements of the activity
- conduct a valid and reliable assessment of fitness using ethical protocols
- perform, observe, analyse and report on practical laboratory exercises designed to assess fitness prior to designing a training program and then evaluate and critique the effectiveness of different training programs
- evaluate a range of psychological, nutrition and rehydration strategies which affect performance and recovery

# Humanities

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## A Beginner's Guide to Ideas

### Year 10

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Interested in the process of thinking and philosophy? A Beginner's Guide to Ideas is recommended for students interested in learning more about various theories of how humans think and develop ideas. This subject will look at issues including ways of knowing, and an introduction to Philosophy and philosophers such as Plato, Thomas Hobbes or Marx.

### Skills

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Through the course students will have the opportunity to develop skills in:

- critically analysing language, ideas, arguments and evidence
- researching, planning and constructing a series of academic papers
- the ability to listen actively and respond constructively to others' views during discussion
- effective note taking
- utilising technology as a learning tool

### Content

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Course content will include:

- looking at the influences of philosophers such as Plato and Aristotle
- an introduction to the ideas of the humanist thinking, and the impact of the printing press
- looking at the Enlightenment thinkers and the emergence of democratic theories
- examining the challenging ideas of Marx and Nietzsche
- two major writing tasks will be undertaken in the course: a study of a philosopher or a study of a philosophical concept and a research essay on a topic of the student's choice
- there are also four student driven class discussions which form a key element of the assessment
- students also maintain an ongoing journal of notes and a written piece on each philosopher

## Australian Perspectives

### Year 10

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This cross-curricular subject, aimed at international students, focuses on improving English language skills through the vehicle of Humanities. It runs for the whole school year, however, students will have the opportunity to move into mainstream Humanities classes if their skill level sufficiently improves. Students will be introduced to aspects of Australian life and culture as well as content that reflects the mainstream core Humanities classes.

### Skills

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Students will develop skills in:

- language development (reading, writing, speaking, listening)
- using and understanding a variety of primary and secondary source materials
- evaluate and interpret data
- expanding inter-cultural understanding
- fieldwork

### Content

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- Stereotypes and icons within various cultures
- Global wellbeing: a comparison of life in Australia and elsewhere
- Management of environmental and economic challenges in different locations
- WW II, its impact on the Asia-Pacific region and Australia's involvement
- Rights and responsibilities of citizenship
- Human rights – indigenous civil rights movement

## **Environmental Studies: Your Planet Needs You!**

This integrated course is for students who have an interest in the world around them and how it is affected by human activities. The big question that will be explored is "How can we better manage our environment?" This single-semester course will provide new knowledge and develop fieldwork and lab skills selected from the following areas.

### **Skills**

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This course will develop skills in the following areas:

- designing and conducting an environmental baseline survey
- using Geographical Information Systems (GIS)
- designing an Environmental Action Plan
- identify a local environmental issue, plan an action to meet it
- working collaboratively

### **Content**

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This course will provide new knowledge in the following areas:

- ecology: How do animals and plants interact with each other and their surroundings? This provides an introduction to the wonder of Australian ecosystems and the science of ecology
- Biological Cycles: Carbon, Nitrogen and Phosphorous Cycles and their impact on the environment.
- physical geography: what affects our local environments?
- sustainability - think globally, act locally: how do we encourage sustainability in our local community?

## Extended Investigation

### VCE Units 3 and 4

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Are you a curious and self-motivated student? This subject develops students' understanding of what constitutes a good research question. They develop an ethical, robust, disciplined and a rational approach to gathering, interpreting and evaluating evidence in order to answer the research question. In this study, the student considers how questions are developed and refined to enable the researcher to address the key issues proposed within the limits that time and resources impose. Students conduct a review of relevant literature, and develop research project management knowledge and skills, and ways of effectively presenting and communicating their findings. The investigation may be an extension of an area of curriculum already undertaken by the student, or it may be completely independent of any other study in the student's VCE program.

### Skills

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Students will develop the ability to:

- use key research concepts and terms and compare research methods
- identify the characteristics of a good research question
- identify and assemble literature and/or other resources to inform an investigation
- organise and analyse ideas and information
- formulate, refine and justify a research question
- apply skills of research project management
- analyse and evaluate evidence and argument
- synthesise data and findings
- use conventions of academic writing
- communicate and explain research
- evaluate research methods reflect on outcomes of the investigation

### Content

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Unit 3:

- elements, features and terminology of critical thinking
- concepts of opinion, evidence and truth
- characteristics of strong and weak reasoning
- techniques to construct arguments and techniques to analyse and evaluate the soundness and validity of arguments
- socio-cultural influences in argument
- methods for organising and analysing ideas and information
- ways of summarising readings and research materials

Unit 4:

- body of knowledge specific to the area of investigation and its significance
- evidence and argument relevant to the area of investigation
- methods of evaluation of research findings
- structure and organisation of oral presentation
- evaluation of research methods

Students submit a 4000 word research report and give an oral presentation on this as their major assessment item

## Geography

### VCE Units 1 to 4

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Geography is the study of natural and human phenomena. Students studying Geography examine the interaction between human activities and natural processes, the reasons for those, and the changes that occur. Students look at how these changes are managed and the impact of these on people and the environment. For example, examining the impact of tourist development on Australia's coastal landscapes, or looking at the effectiveness of government response to population changes. You may undertake Units 3 and 4 without having undertaken Units 1 and 2 although this is recommended.

### Skills

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Students will develop the ability to:

- represent, interpret and critically examine information in a variety of forms such as tables, graphs and maps including use of spatial technologies
- consider both the positive and negative aspects of an issue e.g. rainforest clearing
- link current events to class work and fieldwork examples e.g. the expansion of Melbourne's urban boundary in Unit 3

### Content

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Unit 1: Hazards and disasters

- the variety of hazards and disasters occurring around the world
- detailed study of two types of hazards/disasters
- the impact of hazards and disasters on people and the environment at a variety of scales
- examine how hazards may be managed
- undertake fieldwork

Unit 2: Tourism

- the characteristics of tourism – where and how it has developed, how it has changed over time and its different forms
- the impact of tourism on people and the environment
- how tourism is managed
- undertake fieldwork

Unit 3: Changing the land

- land use change
- melting ice sheets and glaciers
- deforestation
- desertification
- undertake fieldwork

Unit 4: Human population, trends and issues

- patterns of population change, movement and distribution
- responses to population changes in different parts of the world
- case study of a country with a growing population
- case study of a country with an ageing population

## Global Politics

### VCE Units 3 and 4

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Global Politics is the study of contemporary power at an international and state level. Students explore, explain and evaluate global political issues, problems and events and the forces that shape these and responses to them. It examines the interconnectedness of twenty-first century global citizens and the impact of globalisation on culture, language, human rights and the environment. It examines the nature and effectiveness of key global actors in the twenty-first century and global challenges, including human rights, people movements, development issues, war and terrorism and the impact of globalisation on culture, language and human rights. Through this study students explore, explain and evaluate national and global political issues, problems and events, the forces that shape these and responses to them. While many of the issues studied may have antecedents in issues and events before the twenty-first century that students need to understand, in order to contextualise contemporary global situations, focus needs to be on the twenty-first century when choosing particular examples and case studies.

To undertake Units 3 and 4 in this subject it is recommended, though not essential, that you have successfully completed Units 1 and/or 2 of History or Economics.

### Skills

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Students will develop the ability to:

- define and explain key global political terms and use them in the appropriate context
- research and synthesise contemporary evidence to draw conclusions
- analyse ideas and debates about different interpretations of key global issues
- analyse the effectiveness of responses by global actors to contemporary global issues

### Content

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#### Unit 3: Global Actors

- investigation key global actors in the 21<sup>st</sup> century
- analyse the role of key global actors and their aims, roles and power
- role of non-state actors and their effectiveness
- in depth examination of concepts of national interest
- use of power (hard and soft) by a state in the Asia Pacific region
- the way one Asia Pacific state uses power in the region to achieve objectives

#### Unit 4: Global Challenges

- investigate key global challenge facing the international community in the 21<sup>st</sup> century
- examine and analyse the debates around two ethical issues which underpin the contested notion of global citizenship
- evaluation of responses to these issues
- explore the context and causes of global crises
- consideration of the effectiveness of responses and challenges to solving these crises

## History - 20th Century

### VCE Units 1 and 2

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History is about understanding the past and carrying that understanding into other circumstances. Everything has a history. To think historically is to recognise that all problems, all situations, all institutions exist in contexts that must be understood before informed decisions can be made. Historical thinking prepares you for leadership because History is about change – envisioning it, planning for it, making it last. Learning about the people, the ideas, movements and events that have shaped societies and cultures is not only intrinsically interesting but helps make sense of current events and future issues.

### Skills

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Through the course students will have the opportunity to develop skills in:

- comprehending, analysing and critically evaluating oral, visual and written material
- comparing attitudes, beliefs and values of ideologies of the period
- using questions to shape inquiry
- analysing perspectives of people from the period
- comparing historical interpretations of key ideas, events and movements
- taking notes effectively
- using discussion and written form to effectively communicate knowledge and understanding

### Content

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Unit 1: 1918 - 1939

- the nature of political, social and cultural change in the period between the World Wars
- the rise of Nazism and causes of World War II
- social and cultural developments such as art movements, the jazz and gangster era that reflect and challenge social life

Unit 2: 1945 – 2000

- how the ideologies of communism, capitalism and democracy were spread after World War II
- the manifestations of ideologies in various Cold War conflicts for example, the Berlin Wall, the Korean War and the Vietnam War
- the concept of challenge and change is studied in the American Civil Rights Movement and campaigns of terrorist organisations

## History - Revolutions

### VCE Units 3 and 4

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Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. The focus is on the French and Russian Revolutions.

To undertake Units 3 and 4 in this subject it is recommended, though not essential, that you have successfully completed History Units 1 and/or 2.

### Skills

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Through the course students will have the opportunity to develop skills in:

- critical thinking, analysis and evaluation
- asking historical questions to inform an historical inquiry
- constructing arguments using primary sources and historical interpretations as evidence
- communicating ideas, knowledge and understanding through use of formal written techniques

### Content

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Unit 3: France, Unit 4: Russia

- the events and other conditions that contributed to the outbreak of revolution
- the ideas that played a significant role in challenging the existing order
- the role and contribution of significant individuals
- the challenges the new regime faced in attempting to consolidate its power
- the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals
- the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life

## Humanities (Geography & Economics)

### Year 10

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Geography is the study of people and their environments. You will examine the characteristics of different natural and human environments, the management of these, and the impact of this variation. Economics explores the ways in which individuals, groups and governments make decisions in relation to the allocation of resources within these environments.

All Year 10 students will undertake this semester of Geography & Economics unless completing VCE Geography Units 1 or 2 in 2017. In this course fieldwork will be included.

### Skills

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Students will develop the skills to:

- represent, interpret and critically examine information in a variety of forms such as tables, graphs and maps, including digital media
- consider both the positive and negative aspects of an issue and justify an appropriate course of action
- link current events to class work
- undertake fieldwork
- explain the links between economic performance and living standards, including the variations that exist within and between economies, and give reasons for the possible causes of variations

### Content

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You will examine:

- global well-being - how and why living conditions vary around the world and within nations
- identify and explain indicators of economic performance including those for Australia
- the work of government and non-government programs which attempt to improve human well-being within Australia and overseas including workplace environments
- environmental challenges that will affect your future life e.g. climate change and its impacts
- management of environmental and economic challenges in different locations

## Humanities (History and Civics and Citizenship)

### Year 10

---

History is about understanding the past and carrying that understanding into other circumstances. Learning about the people, ideas, movements and the events that have shaped societies and cultures is not only interesting - it also helps make sense of current issues. Through the study of Civics and Citizenship, students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. They gain the knowledge and skills necessary to question, understand and contribute to the world in which they live.

All Year 10 students will undertake this semester of History unless completing VCE History Units 1 or 2 in 2017.

### Skills

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Students will develop the skills to:

- research from a variety of sources, and ask questions to inform historical inquiry
- sequence significant events in chronological order to support analysis of causes and effects
- analyse and evaluate broad patterns of change from 1918-present
- analyse and corroborate sources and perspectives of people in the past
- evaluate historical interpretations and significance including contested debates

### Content

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You will examine the impact on Australian society in the period 1918 to the present:

- WW II, its impact on the Asia-Pacific region and Australia's involvement
- struggles for human rights and freedom i.e. the civil rights and indigenous rights movements
- the nature and impact of the Cold War and the increasing influence of Asia in the post Cold World War
- key principles of Australia's system of justice
- Australia's international legal obligations

# Computing

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## VCE Computing

### VCE Units 1 to 4

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VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts. The study examines the attributes of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data. Please note that there is a strong theoretical as well as practical component in this subject.

To undertake Units 3 and 4 in this subject it is not necessary to have studied Units 1 and 2.

### Skills

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This study is designed to enable students to:

- apply skills, techniques, processes and a methodology to create digital solutions and understand the hardware and software components and structure of information systems
- become independent and discerning users of digital systems, able to critically appraise the opportunities and appropriateness of different digital systems in a range of settings
- understand how digital systems, processes, legislation and personal behaviours can affect the integrity and security of data and information

### Content

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#### Unit 1: Computing

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

#### Unit 2: Computing

- design working modules in response to solution requirements, and use a programming or scripting language
- use appropriate software tools to extract relevant data and create a data visualisation that meets a specified user's needs
- create a solution using database management software, and explain the personal benefits and risks of interacting with a database

#### Unit 3: Informatics

- investigate the way organisations acquire data using interactive online solutions, such as websites and applications, and the interaction of these solutions with online transactions
- examine how relational database management systems (RDBMS) store and manipulate data
- frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis

#### Unit 4: Informatics

- design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings from the hypothesis in Unit 3
- explore the storage and disposal of data and information to minimise threats to the integrity and security of data and information, and to optimise the handling of information

# Languages Other Than English

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## **Certificate II in Applied Languages (Chinese) 10297 NAT** **Year 10 and Year 11 Semester 1**



Scientific, cultural and commercial links mean that Australians increasingly travel, work and study in China. The ability of Australians to communicate in Chinese will serve to strengthen the relationships between the peoples of Australia and China. Chinese is also spoken throughout Asia, as well as by a significant segment of the migrant population here in Australia, increasing its relevance to Australians. You should have satisfactorily completed Year 9 Chinese, or an equivalent - such as time at an International School in China. It is recommended you have a real interest in learning to express yourself in Chinese, and an interest in life in China and other Chinese-speaking communities.

### **Skills**

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You will be extending what you are able to say in Chinese, so that you can give and receive a range of relevant information and opinions. You will gain some understanding of the social settings in which Chinese is spoken, so that you feel more at ease in dealing with traditional Chinese customs, as well as contemporary life in China. You will also learn to write short passages such as in personal letters, notes, emails or diary entries. You will gain a working knowledge of various language structures, and increase the sophistication of your writing skills. You will learn to use a dictionary, an online dictionary and Chinese word processing.

### **Content**

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The Certificate II covers basic speaking and listening skills, focusing on vocational, applied language in a variety of simulated commercial settings. Students need to participate in basic oral communications with customers in the workplace, with people in the community, and fellow workers. Language for travelling, living and working in China, and accessing basic services is important. Writing that would be relevant in a workplace as well as in a social context is taught. A range of spontaneous role-plays, reading and writing tasks etc. are used to assess these competencies.

There is an additional cost associated with this subject.

This subject accounts for three units at Units 1 and 2 level.

## Certificate III in Applied Languages (Chinese) 22150VIC



Course information is subject to change in 2018

### Year 11 Semester 2 and Year 12

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The study of Chinese develops students' ability to understand and use a language which is spoken by about a quarter of the world's population. It is the major language of communication in China and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

The course consists of four Units:

- conduct routine oral communication for social purposes in a Language other than English
- conduct routine workplace oral communication in a Language other than English
- read and write routine documents for social purposes in a Language other than English
- read and write routine workplace documents in a Language other than English

The prerequisite for this subject is Certificate II in Applied Language.

### Skills

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The course covers routine speaking and listening, reading and writing skills focusing on vocational, applied language in a variety of simulated commercial settings. For example:

- giving verbal directions (how to get somewhere)
- giving a set of instructions to a colleague regarding a meeting
- obtaining information through a telephone inquiry
- describing the appearance and personality of people e.g. in relation to a job
- taking a phone message
- giving a tourist information about tourist attractions in Beijing
- advising a tourist to Melbourne about activities around the city
- explaining the comparisons between Christmas and Spring Festival
- discussing the need for recycling in the office

### Content

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Topics include:

- travel in China and Australia
- Spring festival
- history and culture of Beijing
- expressions for talking about modern technology
- the world of work
- personality and types of jobs

There is an additional cost associated with this subject.

This subject accounts for three units at the Units 3 and 4 level.

### Exchange Programme with Lu He High School, Beijing

Students who continue with Chinese in Senior School have the opportunity to participate in the school's long-running exchange programme with Lu He High School in Beijing.

## Chinese (First Language)

### VCE Units 1 to 4

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This subject is for native speakers of Chinese (Mandarin). The study of Chinese develops students' ability to understand and use a language which is spoken by about a quarter of the world's population. It is the major language of communication in China and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia. Studying Chinese can provide a basis for a continued learning pathway for students into a number of post-secondary options, as well as enhanced vocational opportunities in many fields.

Students must have completed an appropriate level of study in Chinese, or the equivalent education in the language in a Chinese speaking country. As there is a spoken component on the literature of China, a strong interest in speaking and literature is recommended.

### Skills

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Students will develop:

- expression of ideas through the production of original texts
- analysis and use of information from spoken texts and written texts
- exchange of information, opinions and experiences

### Content

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Unit 1 – Students explore

- personal qualities
- relationships with family and friends
- caring for the environment
- the relationship between food, cuisine and culture
- similarities and differences between the education systems in Australia and China

Unit 2 – Students research, investigate and explore

- modern and traditional Chinese arts; Chinese and Western paintings, Chinese songs, calligraphy, paper-cutting, Chinese knot-tying
- travel and tourism and the environment
- extended and single child families

Unit 3 – Students will

- compare Chinese and western legends and myths
- discuss the use of modern technology and its impact
- discuss the relationship between modern technology and employment

Unit 4 – Students undertake

- research on traditional and modern lifestyles
- a Detailed Study on a topic of their own interest, selecting three texts to understand and appreciate aspects of language and culture and context

## French

### Year 10

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The study of French will enable you to develop a greater understanding of the culture of French speaking countries. This will lead to a deeper appreciation of your own personal identity, beliefs and values. You will reflect upon and develop an awareness of the role and nature of language and culture in everyday life, helping you to understand the diversity of the world around you.

It is strongly recommended that you are very enthusiastic about, and have a passion for, the French language and culture. Ideally by the end of Year 9, a grade of B in French should have been achieved.

### Skills

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Students will continue to build upon previously acquired skills and will develop further competency in:

- reading
- speaking
- listening
- writing

### Content

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The themes are:

- going out, sport and leisure
- travel, holidays
- staying in France
- daily routine

Students will have the opportunity to improve their French speaking skills by welcoming French exchange students to their classes usually at the start of Term 3.

Students who continue with French to VCE have the opportunity to participate in the school's long-running exchange programme with Lycée Joffre in Montpellier. Students spend four weeks in France in the summer break between Year 11 and Year 12.

This subject accounts for 2 elective choices in a Year 10 program

## French

### VCE Units 1 to 4

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The study of French at VCE will enable you to deepen your language and understanding of the French culture, to use as a basis for informed comparison with other cultures. This will lead to the further appreciation of your own personal identity, beliefs and values. You will reflect upon, and develop an awareness of, the role and nature of language and culture in everyday life, helping you to understand the diversity of the world around you.

A prerequisite for VCE Unit 1 French is successful completion of Year 10 French or equivalent. You must also continue to be dedicated to, and passionate about, the French language and culture. Students who continue with French to VCE have the opportunity to participate in the school's long-running exchange programme with Lycée Joffre in Montpellier. Students spend four weeks in France in the summer break between Year 11 and Year 12.

### Skills

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Students will continue to build upon previously acquired skills and will develop further competency in:

- reading
- speaking
- listening
- writing
- cultural projects

### Content

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Content will be chosen from these 3 suggested topics for the detailed study:

- The individual
- The French-speaking communities and
- The changing world

<b>THE INDIVIDUAL</b>	<b>THE FRENCH SPEAKING COMMUNITIES</b>	<b>THE CHANGING WORLD</b>
<b>Personal world</b> For example, personal details and qualities, relationships with family and friends, daily life, making arrangements, free time and leisure activities.	<b>Lifestyles</b> For example, lifestyles in France and francophone countries, lifestyles of French speakers in Australia, tourism and travel, migration.	<b>Social issues</b> For example, modern youth, issues of gender, economic crises, the Global Village, environmental issues.
<b>Education and aspirations</b> For example, student exchanges, tertiary options, job applications and interviews, work experience and vocational pathways.	<b>Historical perspectives</b> For example, the influence of the past on the present, famous people and historical turning points, traditions and customs.	<b>The world of work</b> For example, people at work, different types of work, vocational pathways, unemployment
<b>Personal opinions and values</b> For example, personal priorities, student's view of an ideal world and views on an issue.	<b>Arts and entertainment</b> For example, art, literature, music, theatre, cinema and the media.	<b>Scientific and technological issues</b> For example, famous inventors and their contribution, technology and innovation, great scientific inventions, the expansion of new horizons.

# Mathematics

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## Further Mathematics

### VCE Units 1 to 4

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Further Mathematics is for students who enjoy using mathematics to solve practical problems. Throughout the course there are many applications to real life situations e.g. financial calculations, or using statistics to analyse social trends.

Further Mathematics requires that you have satisfactorily completed Year 10 Mathematics. Before selecting a VCE Maths subject, please check the Mathematics pre-requisites for tertiary courses with a LifeWork Advisor.

### Skills

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Further Mathematics provides students with the opportunity to develop the following skills:

- display, summarise and interpret results mathematically
- use technology to solve problems
- develop your ability to solve problems logically
- apply your knowledge to solve familiar and unfamiliar problems

### Content

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Units 1 and 2:

- statistics
- functions and graphs
- algebra
- matrices
- business mathematics

Units 3 and 4:

- data analysis
- number patterns and applications to financial mathematics
- matrices and applications
- graphs and relations

NB: All students undertaking this subject require the Texas Instruments Nspire CAS (Computer Algebra System) calculator

## **Mathematics**

### **Year 10**

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Mathematics is a compulsory subject for all Year 10 students in both semesters. The emphasis of this subject is to reinforce algebraic, numeracy and problem solving skills whilst providing the skills needed to succeed at VCE Mathematics the following year (Further Mathematics, Mathematical Methods or Specialist Mathematics)

### **Skills**

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Mathematics provides students with the opportunity to develop the following skills:

- computation, numerical and algebraic reasoning
- collecting, representing, analysing and evaluating information
- spatial visualisation and geometric reasoning
- applying mathematics to solve real-life problems

### **Content**

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To successfully complete Mathematics, students will need to demonstrate a satisfactory level of understanding of the following content areas:

- number
- measurement
- exponentials
- linear and quadratic equations
- trigonometry
- probability
- statistics
- geometry

NB: It is recommended that students undertaking this subject would be advantaged by purchasing the Texas Instruments Nspire CAS (Computer Algebra System) calculator

## Mathematical Methods

### VCE Units 1 to 4

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You should be confident with algebra and have a keen interest in solving problems. You must have achieved a minimum of a B grade average in Year 10 Mathematics. Those with an average grade of C+ or lower must consult with a LifeWork Advisor before undertaking Mathematical Methods Unit 1. There is a non-calculator component in the assessment of this course. As a result you will need very good numerical and algebraic skills.

Please check the Mathematics pre-requisites for tertiary courses with a LifeWork Advisor.

### Skills

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Mathematical Methods provides students with the opportunity to develop the following skills:

- apply mathematics to solve non-routine problems and analyse the results
- develop logic and problem solving skills
- use technology to solve complex problems

### Content

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Unit 1:

- linear and quadratic functions
- polynomials
- functions, relations and graphs
- transformations

Unit 2:

- probability
- rates of change and calculus
- exponentials and logarithms
- trigonometry

Units 3 and 4:

- polynomials and graphs
- circular functions
- further exponentials and logarithms
- applications of calculus
- further probability

NB: All students undertaking this subject require the Texas Instruments Nspire CAS (Computer Algebra System) calculator from the very first day of the course

## Specialist Mathematics

### VCE Units 1 to 4

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This course is for students who have a genuine interest in, and enthusiasm for Mathematics. It can be useful for students who wish to pursue tertiary study that involves a large mathematical component (e.g. science, engineering, actuarial studies, mathematics, statistics or physical science). There is a non-calculator component in the assessment of this course. As a result you will need excellent numerical and algebraic skills. The study of Specialist Mathematics Unit 1 and 2 assumes either current study of, or previous completion of, Mathematical Methods Units 1 and 2. You should have achieved a minimum of a B+ grade in Year 10 Mathematics. Those with a grade B or lower must consult with a LifeWork Advisor before undertaking Specialist Mathematics Unit 1.

Students can enrol in both Specialist Mathematics Units 1 and 2 and Further Mathematics Units 1 and 2 however can only receive VCE credits for one of these Unit 1 and 2 sequences.

### Skills

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Specialist Mathematics provides students with the opportunity to develop the following skills:

- make inferences from analysis and draw valid conclusions
- use mathematics to solve complex problems
- establish and construct results using formal proofs

### Content

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Units 1 and 2:

- logic and proof
- arithmetic and number including number systems, sequences and series
- variation
- advanced algebra and structure
- advanced trigonometry, geometry and measurement
- vectors
- polar co-ordinates
- kinematics

Units 3 and 4:

This course builds on the knowledge gained in Specialist Mathematics Units 1 and 2. You should have achieved a minimum of a B standard for both Units 1 and 2. In addition, some of the topics in this course are an extension of material covered in Mathematical Methods Units 3 and 4, it is assumed concurrent or previous study of Mathematical Methods Units 3 and 4.

- functions and graphs
- circular functions
- complex numbers
- advanced calculus
- vector calculus
- kinematics and mechanics
- statistics

NB: All students undertaking this subject require the Texas Instruments Nspire CAS (Computer Algebra System) calculator

# Science

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## Biology

### VCE Units 1 to 4

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Biology is the study of living things. We look at how living things function at a cellular level as well as at the level of ecosystems. We look at how living things influence each other and how they may be able to survive challenge by disease-causing agents. We study how living things reproduce and pass on their characteristics, and how this is key in their evolution. To undertake Units 3 and 4 in this subject it is strongly recommended students have successfully completed Units 1 and 2. Those with a grade C or lower must consult with a LifeWork Advisor before undertaking Biology Unit 3. A strong science background in Year 10 may be considered, in exceptional circumstances, if a student is willing to undertake preparation work.

### Skills

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Students will develop the ability to:

- summarising, understanding and applying biological terms and processes
- using primary and secondary data to develop analysis and interpretation skills
- carrying out practical tasks involving learning by observation and applying core concepts including field work
- working independently and collaboratively

### Content

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Unit 1: How organisms function

- Cell size, structure and function
- Crossing the plasma membrane
- Energy transformations
- Functioning systems
- Survival through adaptations and regulation
- Organising biodiversity
- Relationships between organisms within an ecosystem

Unit 2: Maintaining the continuity of life

- The cell cycle
- Asexual reproduction & sexual reproduction
- Cell growth and differentiation
- Genomes, genes, alleles and chromosomes
- Genotypes and phenotypes
- Pedigree charts, genetic crosses and genetic decision making

Unit 3: Signatures of life

- Plasma membranes, Nucleic acids and proteins, Gene structure and regulation
- Structure and regulation of biochemical pathways
- Photosynthesis, Cellular respiration & signals
- Responding to antigens
- Immunity

Unit 4: Continuity and change

- Changes in the genetic makeup of a population
- Changes in biodiversity over time
- Determining relatedness between species
- Human change over time
- DNA manipulation

## Chemistry

### VCE Units 1 to 4

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Chemistry explores and explains the composition and behaviour of matter and chemical processes that occur on Earth and beyond. Chemical models and theories are used to explain chemical properties and these properties are then used to understand chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

To undertake Units 3 and 4 in this subject it is essential that you have successfully completed Units 1 and 2. Those with a grade D or lower must consult with a LifeWork Advisor before undertaking Chemistry Unit 3.

### Skills

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These skills include the ability to:

- develop aims and questions, formulate hypotheses and make predictions
- plan and undertake investigations
- comply with safety and ethical guidelines
- conduct investigations to collect and record data
- analyse and evaluate data, methods and scientific models
- draw evidence based conclusions
- communicate and explain scientific ideas

### Content

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

- overview of some of the materials that we commonly use in everyday life
- study of what holds atoms together in materials (bonding)
- introduction to the different types of chemical bonding
- bonding in polymers
- the Periodic Table
- introduction to quantitative chemistry

Unit 2: What makes water such a unique chemical?

- reactions of acids
- how we interact with the water in our environment and with gases in the atmosphere
- chemical reactions that take place in our everyday environment
- study of global warming, acid rain, ozone depletion and photochemical smog from a chemist's viewpoint

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

- factors influencing fuel choices present and future
- study of electrical energy related to batteries
- the use of electricity to make chemicals such as chlorine and aluminium
- principles of rate and equilibrium

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

- introduction to systematic organic chemistry
- study of some food chemistry including the structure of carbohydrates, proteins and lipids
- analytical chemistry techniques, including volumetric and gravimetric analysis, spectroscopy and chromatography

## Engineering for the 22nd Century

### Year 10

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Engineers make things happen! Engineering is the branch of maths, science and technology concerned with the design, building, and use of engines, machines, and structures. Engineers use maths and science ideas creatively to find new and efficient solutions to the challenges we face in our everyday lives, both now and in the future. From nanotechnology to skyscrapers, from medical devices to robots, from cosmetics to fabrics technology, engineering makes our modern way of life possible.

This single-semester course is suitable for students who have a strong interest in and aptitudes for any of the physical sciences, mathematics, coding/programming, design technology and problem-solving. Ideally, students who select this option have achieved good academic results in maths and science.

### Skills

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This course will develop skills in the following areas:

- applying physics and maths concepts to real-world problems
- 3D realisation, design and manufacture using CAD software, CNC routing and 3D printing
- problem solving using the Engineering Process
- working collaboratively

### Content

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This course will provide new knowledge in the following areas:

- structural engineering: the science and maths behind bridges and buildings
- mechanical engineering: the science and maths of moving machines
- biomimicry: biological evolution as Nature's Engineer

## **Environmental Studies: Your Planet Needs You!**

### **Year 10**

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This integrated course is for students who have an interest in the world around them and how it is affected by human activities. The big question that will be explored is "How can we better manage our environment?" This single-semester course will provide new knowledge and develop fieldwork and lab skills selected from the following areas.

### **Skills**

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This course will develop skills in the following areas:

- designing and conducting an environmental baseline survey
- using Geographical Information Systems (GIS)
- designing an Environmental Action Plan
- identify a local environmental issue, plan an action to meet it
- working collaboratively

### **Content**

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This course will provide new knowledge in the following areas:

- ecology: How do animals and plants interact with each other and their surroundings? This provides an introduction to the wonder of Australian ecosystems and the science of ecology
- Biological Cycles: Carbon, Nitrogen and Phosphorous Cycles and their impact on the environment.
- physical geography: what affects our local environments?
- sustainability - think globally, act locally: how do we encourage sustainability in our local community?

## Foodology - The Science of Food

### Year 10

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Willie Wonka was a Food Scientist! Science has been going on down on the farm, in the bush and in the kitchen for thousands of years. Are you fascinated by food? Love watching TV chef Heston use awesome science in the creation of his amazing dishes? Ever wondered what a Degree in Food Science might be about? Food Scientists use all kinds of science ideas to develop new technologies to produce food that doesn't cost the earth, tastes better, stays fresher for longer, or even makes you healthier. It is a practical-based course with time spent exploring food science and technology in the lab and in the kitchen. This experience will complement students' learning in the Hospitality Programme. If you have an interest in food creation and the science and technology behind how our food is produced, prepared and used by the body then this subject is for you.

### Skills

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Students will develop the following skills:

- carrying out practical tasks involving learning by observation and applying core concepts
- using primary and secondary data to develop analysis and interpretation skills
- summarising, learning and understanding scientific terms and processes
- working independently and collaboratively
- working with food safely

### Content

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This single-semester course will provide new knowledge and develop skills in the following areas:

- kitchen chemistry: the science of plastic cheese, burnt toast and chocolate! You will learn about
- molecular gastronomy: the chemistry and physics that goes on in the kitchen
- can onions taste like apples? We eat with our senses, but can our senses be deceived? The biology and psychology of taste and smell
- you are what you eat! Nutrition, diet and health in the 21st century
- microbiology: helpful and harmful mini-beasts in the kitchen
- back to our Future: food production and processing of the past, present and future

## Physics

### VCE Units 1 to 4

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The study of physics has led to a greater understanding of our world, and has had a profound influence on our lives. VCE Physics adopts a contextual (real life) approach to ensure that students appreciate the relevance of physics to their everyday experiences.

To undertake Units 3 and 4 in this subject it is strongly advised that you have successfully completed Units 1 and 2. Those with a grade D or lower must consult with a LifeWork Advisor before undertaking Physics Unit 3. A strong science/mathematical background may be considered, in exceptional circumstances, if a student is willing to undertake preparation work.

### Skills

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Students develop the ability to:

- apply physics models, theories and concepts to describe, explain, analyse and make predictions about diverse phenomena
- understand and use the language and methodologies of physics to solve qualitative and quantitative problems in familiar and unfamiliar contexts
- conduct and design experimental investigations and apply scientific knowledge to the technology that we use every day

### Content

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Unit 1: What ideas explain the physical world?

- use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfer within and between systems, and assess the impact of human use of energy on the environment
- examine the motion of electrons and explain how it can be manipulated and utilised
- explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the universe

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

- investigate the ways in which forces are involved in both moving objects and in keeping objects stationary
- students to pursue an area of interest by investigating a selected question in one of twelve areas related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

Unit 3: How do fields explain motion and electricity?

- explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes
- applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators
- explore the interactions, effects and applications of gravitational, electric and magnetic fields
- use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects

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

- explore the use of wave and particle theories to model the properties of light and matter
- examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour
- students further investigate light by using a particle model to explain its behaviour
- use wave models to explain the behaviour of matter which enables students to consider the relationship between light and matter

## Psychology

### VCE Units 1 to 4

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Psychology is a study of how human beings function, both mentally and physically. It is a subject that allows students to develop an understanding of the people they meet, work and socialize with; how we grow and develop; and how we interpret our interactions with other people and our physical environment. It is based on scientific methods, which are used in every facet of work in this area.

To undertake Units 3 and 4 in this subject it is strongly recommended, that you have successfully completed Units 1 and 2.

### Skills

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Students develop the ability to:

- develop aims and questions, formulate hypotheses and make predictions
- plan and undertake investigations
- comply with safety and ethical guidelines
- conduct investigations to collect and record data
- analyse and evaluate data, methods and scientific models
- draw evidence based conclusions

### Content

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Unit 1: Introduction to psychology

- role of the brain in mental processes and behaviour: students examine how our understanding of the brain structure and function has changed over time and how the brain enables us to interact with the external world around us
- psychological development: students explore how biological, psychological and social factors influence different aspects of a person's psychological development over a lifetime
- student directed research investigation: students apply and extend their knowledge and skills to investigate a question related to brain function or psychological development

Unit 2: Self and others

- sensation and Perception: students explore two aspects of human perception – vision and taste and analyse the relationship between sensation and perception of stimuli
- social cognition and social influences on behaviour: students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups
- student directed research investigation: students design and conduct a practical investigation related to external factors on behaviour

Unit 3: The conscious self

- states of consciousness: a review of the concepts of normal waking consciousness and altered states of consciousness including a study of sleep
- nervous system: a study of the major functions of the brain and the role of the neurons in all aspects of psychology covered in the course
- memory: study of the multi storey model and processing models of memory including forgetting and improving memory
- research: the scientific methodology and ethics involved in psychological research

Unit 4: Brain, behaviour and experience

- learning: discussion of the theories of learning including classical and operant conditioning, observational learning and behaviours not dependent on learning
- individual differences: an analysis of the strengths and limitations of the scientific approaches to defining normality
- mental health: systems of classification of mental conditions and disorders. The application of psychological perspectives to a mental disorder
- stress: understanding the relationship between stress and physical and mental wellbeing

## Science

### Year 10

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Science is a study of the physical world – both living and non-living. A curiosity about how the physical world works is an innate characteristic of the human race. An education in science helps people to satisfy that curiosity and take their place in a society of informed individuals who are better able to take part in debate on issues such as energy supply and use, sustainability, health and the environment. All Year 10 students will undertake Science for the entire year (two semesters).

### Skills

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Students will develop the ability to:

- learn laboratory skills in each of the subject areas of biology, chemistry and physics
- analyse how the models and theories they use have developed over time and discuss the factors that prompted their review
- develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation
- explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data

### Content

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Physics:

- students explore and investigate the relationships of motion, forces and energy both quantitatively and qualitatively of everyday phenomena
- students also explore the formation and life of stars and how this has influenced the formation of the universe

Biology:

- students investigate the impact and influence of humans on the physical, living and chemical systems of our biosphere
- relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium or balance within these systems
- students investigate the mechanisms of evolution and the manipulation of genetic material to enhance human life

Chemistry:

- students investigate atomic theory and chemical relationships within the periodic table
- students will use the rules governing how atoms join together to make molecules to write chemical formulae
- students investigate different types of chemical reactions and write balanced chemical equations for these factors that influence the rate of chemical reactions

## The Power of the Brain

### Year 10

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The brain is an amazing structure; it controls everything we do, think and feel without us even being aware of it. Recent advances in technology have given us an amazing insight into the brains' structure, which in turn has led to a greater understanding of why some individuals develop mental illnesses and why others cope with everything life throws at them. As we understand more we are able to develop effective tools and techniques to help solve problems in human mental health and behaviour.

Choose this subject if you have a strong interest in social or biological sciences, psychology, mental health and understanding human behaviour. Ideally, students who select this option have achieved good academic results in science, especially Biology and Chemistry.

### Skills

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Students will develop the ability to:

- carrying out practical tasks involving learning by observation and applying core concepts
- using primary and secondary data to develop analysis and interpretation skills
- summarising, learning and understanding scientific terms and processes
- working independently and collaboratively

### Content

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This single-semester course will provide new knowledge and develop skills selected from the following areas:

- grey matter anatomy: the structure and function of the nervous system and the brain
- why did you do that? The study of animal and human behaviours
- time for the Terminator? Human-machine interfaces and advances in cybernetics
- feeling good: mental health and well-being
- so why do think that movie star is so cool
- why do you hate everything your parents say and do? Attitudes explained

## External VET Cluster Subjects

As part of the Northern Melbourne VET Cluster, ELTHAM College students have the opportunity to undertake a VET Certificate program that is on offer with neighbouring schools to complement their VCE studies at the college. More information can be found in the Northern Melbourne VET cluster handbook, hard copies can be found in the LifeWork Centre.

Examples of the courses that may be on offer for 2018 can be found below:

- Certificate III in Allied Health Assistance
- Certificate II in Applied Fashion and Design Technology
- Certificate II in Automotive Studies (Pre- Vocational)
- Certificate II in Building & Construction (Bricklaying)(Partial Construction)
- Certificate II in Building & Construction (Carpentry)
- Certificate II in Business BSB20115 with selected units from Cert III in Business
- Certificate II in Community Services
- Certificate II in Dance
- Certificate III in Early Childhood Education & Care (Partial Completion)
- Certificate III in Education Support
- Certificate II in Electrotechnology (Career Start)
- Certificate II in Electrotechnology Studies (Pre vocational)
- Certificate II in Engineering
- Certificate III in Hairdressing
- Certificate III in Information, Digital Media and Technology
- Certificate II in Integrated Technologies
- Certificate II in Joinery, Shop Fitting , Stair Building (Partial Completion)
- Certificate III in Laboratory Studies
- Certificate III in Musical Instrument Making and Maintenance
- Certificate IV in Photo Imaging
- Certificate II in Plumbing
- Certificate II in Retail Make Up and Skin Care
- Certificate II in Visual Arts
- Certificate II in Building & Construction (Wall and Floor Tiling)

## Frequently Asked Questions

### What is a study score?

A study score shows how well you have performed in a study at Unit 3 and 4 level, compared to everybody else in Victoria who took that study. Study scores calculated by the VCAA will be used by the Victorian Tertiary Admissions Centre (VTAC) to calculate the ATAR.

The maximum study score is 50. Each year, and for every study, the mean study score is set at 30. A score of between 23 and 37 shows that you are in the middle range of students; a score of more than 38 indicates that you are in the top 15%.

For studies with large enrolments (1,000 or more):

- 2% of students will get a score on or above 45
- 9% of students will get a score on or above 40
- 26% of students will get a score on or above 35
- 53% of students will get a score on or above 30
- 78% of students will get a score on or above 25
- 93% of students will get a score on or above 20

### What is the ATAR and how is it calculated?

The ATAR (Australian Tertiary Admissions Ranking) is a percentile ranking of all students in the State, based on their scaled study scores across their subjects. It is one of the tools used by tertiary institutions for selecting who gets into their courses. Many courses may solely use the ATAR, however some courses also require an interview, application form and/or folio.

The maximum study score per subject is 50. Your scaled study scores are used to calculate your ATAR. A maximum of six subjects can be included. The 'Primary Four' (the 4 highest scaled scores) are counted in full but must include English, Literature or EAL. Only 10% of the scaled study score of a 5th or 6th subject are counted as 10% additions to the final aggregate score.

Total Aggregate Score (out of possible 210) = Primary 4 in full - meaning 100% of scaled study score is counted (must include an English subject) + 10% of 5th subject + 10% of 6th subject.

Your aggregate score is then ranked against others across the State and converted into an ATAR overall percentile ranking, from less than 30 to the highest rank being 99.95.

Please note that there are rules about what subjects can and can't be together in the Primary Four – e.g. a maximum of 2 Maths, 2 LOTEs and 3 Media-based subjects. These can change from year to year so please check the current VICTER booklet and ask your LifeWork Advisor.

For more explanation on how the ATAR works please visit: <http://www.vtac.edu.au/results-offers/atar-explained.html#how>

### What is a Block Credit?

Students who undertake Vocational Education and Training (VET) or Further Education (FE) qualifications that are included in the suite of approved VCE VET programs and School-Based Apprenticeships and Traineeships may be eligible for credit towards their VCE. This credit is called a Block Credit Recognition.

To be eligible for credit the student must be enrolled in the VCE. Credit will be available for full or practical completion of a nationally recognised qualification or state accredited curriculum - Guidelines can be found at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

## **What is Scaling?**

Scaling is the process which adjusts study scores produced by the VCAA to take account of the following three principles;

- the English requirement
- all studies must count equally
- you should be able to take the studies you enjoy, and are good at

VTAC adjusts study scores to allow for any adjustments in the strength of competition between groups of students taking different studies.

Once scaled, these scores are used to determine your ATAR. Studies are scaled up only when the strength of competition is high and studies are scaled down only when the strength of the competition is low. Research clearly shows students who select subjects they are skilled at and enjoy, do better than those who simply choose on the basis of scaling.

For more explanation on how scaling works please visit: <http://www.vtac.edu.au/results-offers/atar-explained/scaling.html>

## **What are Higher Education Extension Studies?**

A Higher Education Extension study is a first-year University subject that:

- is generally equivalent to a first-year University subject
- if successfully completed will normally be credited for entry into second year of that subject
- it can contribute to your ATAR

Higher Education studies are designed for independent high achieving VCE students. If you are interested in undertaking an Extension Course as part of your VCE please discuss the prerequisites with the LifeWork Centre.

## **What are School Based Apprenticeships or Traineeships?**

A School-based Apprenticeship and Traineeship combines:

- part-time, practical experience in the workplace
- recognised, structured training with a Registered Training Organisation, and
- regular school studies

If you are interested in learning more about a School-based Apprenticeship or Traineeship please discuss the requirements with the LifeWork Centre.

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# Glossary of Terms

## **EAL**

English as an Additional Language.

## **LOTE**

Language Other Than English. At ELTHAM College, currently Chinese and French are offered.

## **Pathways**

The term given to education and training options and the links between them.

## **SBAT**

School Based Apprenticeship or Traineeship. A nationally-accredited apprenticeship (Certificate III) or Traineeship (Certificate II) generally combining one day a week in paid employment, along with regular periods of study at a TAFE institution in conjunction with VCE studies at school. These are available in a large range of vocational areas from Automotive to Hair and Beauty, from Trades to PE teaching.

## **Semester**

Two terms or half a year of study.

## **Study Design**

Published by the VCAA, this document specifies the **Content** for the Study (subject) and how students' work is to be assessed. Schools and other VCE providers must adhere to the requirements in the study designs. All students can and should access this document for each VCE subject they undertake.

## **TAFE**

Technical and Further Education. TAFE courses are provided at TAFE institutions, where education and training focuses on the practical applications of skill and knowledge. Courses can range from Certificate to Degree level and post-graduate qualifications.

## **Tertiary**

Continuing education after completing Year 12 at school. This can be at a university, TAFE institution or independent training college.

## **University**

A tertiary education institution offering degree and post-graduate courses requiring a minimum of three years to complete.

## **VCAA**

Victorian Curriculum and Assessment Authority, which administers the VCE and provides a statement of results to all students at the end of their VCE.

## **VCE**

Victorian Certificate of Education. A qualification obtained at the end of secondary schooling that is accredited by the VCAA, thus ensuring a standardised, common curriculum is taught and assessed in senior schooling throughout the State. To complete the VCE, a student must satisfactorily complete 16 Units. At least 8 must be at the 3 and 4 level, and 3 Units of an English subject (two of which must be at the 3 and 4 level) must be satisfactorily completed.

## **VCE Units**

The components of a VCE study. There are usually four Units in a VCE study, numbered 1, 2, 3 and 4. Units are developed by the VCAA and each Unit is normally completed in one semester. Unit 1 refers to the first semester of a VCE study, Unit 3 refers to the third semester of a VCE study. Unlike Units 1 and 2, Units 3 and 4 cannot be taken independently – they must be taken as a sequence. Generally, Units 1 and 2 are undertaken in Year 11 and Units 3 and 4 in Year 12.

## **VCE VET**

Vocational Education and Training (VET) certificate courses developed into (and accredited by the VCAA as) full Unit 1 – 4 programs of study that contribute to satisfactory completion of the VCE. Examples at ELTHAM are Hospitality, Screen & Media (Creative Digital Media), Music, Chinese, Sport & Recreation and Furniture Making.

Students obtain a full VCE Study Score, as well as receiving a nationally recognised VET Certificate that can articulate directly into further education and training in the TAFE system through documented pathway agreements. There is no limit to the number of VET subjects that can contribute in full (i.e. in the same way as a standard VCE subject) to a student's ATAR calculation.

## **Vocational**

Practical learning directed towards a particular occupation and skills development.

## **VICTER**

Victorian Tertiary Entrance Requirements booklet, available online through the VTAC website, is updated yearly and details the prerequisites for tertiary courses up to three years in advance. This makes subject planning easier, as students in Year 10 will know what prerequisite subjects they will need to complete in VCE in order to begin a particular university course.

## **VTAC**

Victorian Tertiary Admissions Centre, which handles the application and selection procedure for tertiary course places within Victoria. Decisions on selection are made by each individual institution – VTAC merely administers the process.

## **Terms more relevant for VCE students**

### **Aggregate**

The total of a student's Primary Four scaled study scores plus any additional scores for 5th or 6th subjects.

### **ATAR**

Australian Tertiary Admissions Ranking. The ATAR is calculated by VTAC and is a tool used by universities, TAFE institutions and independent tertiary colleges to select students into their courses. The ATAR is calculated by adding the scaled study scores from an English subject (i.e. English, Literature or EAL) and a student's three highest scoring subjects. This makes up the Primary Four. Then 10% of scores for any 5th or 6th subjects (and/or a block credit bonus) are added. This Aggregate is then converted to a number between 0 and 99.95.

## **GAT – General Achievement Test**

A compulsory test for all students studying 3 and 4 Units, to gauge knowledge and skills across a broad range of areas. It is used by the VCAA as part of the statistical moderation of SACs and as a quality assurance check on the VCAA's marking.

## **Extension Studies**

A first-year university course of study available to Year 12 students who are academically strong. There are strict entrance requirements set by the university. Many subjects are available and examples range widely, from Politics to Physics, Mathematics to Linguistics. Please consult the VCAA website for how this may contribute to your ATAR.

## **Primary Four**

The four subjects whose study scores are counted in full in the calculation of a student's ATAR score. It must include English or EAL or Literature, plus the student's three highest study scores.

## **SAC - School-Assessed Coursework**

A school-based assessment for a VCE Unit component. SACs consist of a set of tasks that assess students' achievement of specific learning outcomes. These might include research assignments, essays, tests or reports. Unit 1 and 2 SACs results are only recorded within the College, and provide students with a guide to the level of achievement they might be likely to reach in Unit 3 and 4 of the same subject. Unit 3 and 4 SAC results are reported directly to the VCAA and form part of the student's study score for that subject.

## **SAT - School-Assessed Task**

A school-based assessment similar to a SAC but generally completed over a longer period of time, even across more than one Unit. Only subjects of a practical nature have SATs, such as Studio Arts and VCD where the SAT normally takes the form of a folio. SATs are set by the VCAA, assessed by teachers in accordance with published criteria, reported as a grade and subjected to review by a VCAA-appointed panel.

## **Scaling**

An adjustment made to study scores by VTAC, based on a statistical moderation process. Scores are adjusted up when the strength of competition is high within that subject; and down when it is low. The strength of competition is determined by the performance of all Victorian students in that subject across all their other subjects. Scaled study scores are used to calculate a student's ATAR.

## **Sequence**

The combined study of Units 3 and 4 in a VCE subject. A sequence is required to gain a study score.

## **Study Score**

A score from 0 to 50 that reflects a student's performance in a VCE subject. It is based on internal school assessments and externally-marked examination results after completing Units 3 and 4 of a VCE subject.

A Study score is also sometimes referred to as a raw score.

Please note that the minimum study scores listed as prerequisites by VTAC are raw scores, not scaled scores.

### **“S” or “N” Result**

For each VCE Unit, each student will receive either an “S” (Satisfactory) grade or an “N” (Not satisfactory) grade. An “S” grade indicates a pass for that Unit.

### **Unscored VCE**

Students not wishing to obtain study scores or an ATAR (i.e. those who do not need an ATAR for tertiary course application) can elect to undertake the VCE without external assessment (Unit 3 and 4 exams). Provided they satisfactorily complete all required work and internal assessment, they still gain their VCE.

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