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Dear students and families

Welcome to the Senior Years at ELTHAM.

During your journey through the Senior Years our goal is to help you develop a clear sense of self, whilst equipping you to manage your life, learning and participation in the world. Senior Years is where everything you have learnt to date comes together to help you shape your future and personal fulfillment. You will be supported in making informed decisions, accepting responsibility for your decisions and actions, and directing your own learning.

Our Senior School building is designed to familiarise you with the environments of modern offices and tertiary campuses. Highly skilled and caring staff will support you in practising the self-direction required for living, learning and working in the 21st century. You will have access to excellent facilities which include a café, social spaces, courtyards, numerous study spaces and virtual libraries.

ELTHAM College aims to develop our students as global citizens, equipped with leadership and lifelong learning skills. We encourage our young people to make use of the excellent opportunities for personal development by taking part in a range of leadership roles and other opportunities on offer, such as debating, sport, music, drama, formal social events and interstate and international tours. These activities can help provide balance to your study commitments and may also introduce you to new skills and interests.

Classes at ELTHAM College are generally multi-age and multi-ability, with students across the Senior School working together. This reflects tertiary and work environments and therefore helps to prepare you for interacting with people from a wide range of backgrounds, abilities and ages. Our primary goal is to ensure that we assist you with the best preparation possible for life beyond school.

At ELTHAM College we realise that your abilities, learning approaches and goals vary greatly and that a highly personalised program of subjects over the three years of Senior School is essential.

We encourage all of our students to strive for excellence in all aspects of their lives.

I wish you every success in your journey through the Senior Years at ELTHAM.

Mark Pobjoy
Director, Senior Years
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 and work experience.

The above is put into practice as we begin to work with you and your parents to customise an individual, three year VCE study program, beginning in Year 10. 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 counselling is on offer to students at any time during their Senior Schooling or life beyond ELTHAM College. Time is spent with each student, including making use of Career Interest Questionnaires and optional further aptitude testing if desired, to develop an individual program that suits their interests, learning needs and styles. These programs are reviewed regularly to ensure 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 WORLD 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 any school within that cluster.

Margie Jordan and Melissa Jenkins

LifeWork Advisors
ELTHAM COLLEGE

MISSION STATEMENT
Releasing and enhancing talent: recognising the creativity in individuals.

ELTHAM VALUES

Excellence
We value the quest for personal bests and setting new standards.

Global Community
We value considerate behaviours that encourage people to work together and foster respect for all people and the rights of the community.

Individuality
We celebrate diversity and recognise each individual for their talents, abilities, passions and aspirations.

Innovation
We encourage creativity and risk-taking to seek better ways of educating and learning.

Integrity
We display integrity through openness, trust, negotiation, fairness, honesty and respect for all people.

Self-ownership
We develop life-long learners with capacity for self-direction and self-management.

Sharing
We believe that to share knowledge is to grow knowledge so we value an open learning environment where ideas and initiatives can spread.

Sustainability
We create a culture that values the principles of Earth Care, People Care and Fair Share.

Working together
We embrace shared leadership, non-hierarchical behaviour and team empowerment.
# SENIOR YEARS CONTACTS

## Senior Years

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<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Main Reception</td>
<td></td>
<td>9437 1421</td>
<td><a href="mailto:reception@elthamcollege.vic.edu.au">reception@elthamcollege.vic.edu.au</a></td>
</tr>
<tr>
<td>Liza Coviello</td>
<td>Year 9 and Senior Years</td>
<td>9433 9954</td>
<td><a href="mailto:lcoviello@elthamcollege.vic.edu.au">lcoviello@elthamcollege.vic.edu.au</a></td>
</tr>
<tr>
<td>Michael Brennin</td>
<td>Vice Principal</td>
<td>9433 9954</td>
<td><a href="mailto:mbrennin@elthamcollege.vic.edu.au">mbrennin@elthamcollege.vic.edu.au</a></td>
</tr>
<tr>
<td>Mark Pobjoy</td>
<td>Director, Senior Years</td>
<td>9433 9936</td>
<td><a href="mailto:mpobjoy@elthamcollege.vic.edu.au">mpobjoy@elthamcollege.vic.edu.au</a></td>
</tr>
<tr>
<td>Trish Douglas</td>
<td>VCE and VET Coordinator</td>
<td>9433 9974</td>
<td><a href="mailto:tdouglas@elthamcollege.vic.edu.au">tdouglas@elthamcollege.vic.edu.au</a></td>
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## Wellbeing Team

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<th>Name</th>
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<tbody>
<tr>
<td>Dr Chelsea Eacott</td>
<td>Educational Psychologist</td>
<td>9433 9930</td>
<td><a href="mailto:ceacott@elthamcollege.vic.edu.au">ceacott@elthamcollege.vic.edu.au</a></td>
</tr>
<tr>
<td>Di Murphy</td>
<td>Student Counsellor</td>
<td>9433 9868</td>
<td><a href="mailto:dmurphy@elthamcollege.vic.edu.au">dmurphy@elthamcollege.vic.edu.au</a></td>
</tr>
<tr>
<td>Sam Loy</td>
<td>Youth Worker</td>
<td>9433 9941</td>
<td><a href="mailto:sloy@elthamcollege.vic.edu.au">sloy@elthamcollege.vic.edu.au</a></td>
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## LifeWork Advisors

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<tr>
<th>Name</th>
<th>Title</th>
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<th>Email</th>
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<tbody>
<tr>
<td>Margie Jordan</td>
<td></td>
<td>9433 9801</td>
<td><a href="mailto:mjordan@elthamcollege.vic.edu.au">mjordan@elthamcollege.vic.edu.au</a></td>
</tr>
<tr>
<td>Melissa Jenkins</td>
<td></td>
<td>9433 9956</td>
<td><a href="mailto:mjenkins@elthamcollege.vic.edu.au">mjenkins@elthamcollege.vic.edu.au</a></td>
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## International Student Team

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<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Judy Rothacker</td>
<td>Director, International Students</td>
<td>9433 9978</td>
<td><a href="mailto:jrothacker@elthamcollege.vic.edu.au">jrothacker@elthamcollege.vic.edu.au</a></td>
</tr>
<tr>
<td>Franceen Challons</td>
<td>International Office Manager</td>
<td>9433 9845</td>
<td><a href="mailto:fchallons@elthamcollege.vic.edu.au">fchallons@elthamcollege.vic.edu.au</a></td>
</tr>
<tr>
<td>Simone Barker</td>
<td>International Registrar</td>
<td>9433 9998</td>
<td><a href="mailto:sbarker@elthamcollege.vic.edu.au">sbarker@elthamcollege.vic.edu.au</a></td>
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</table>

## 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 and surname) as shown in this example: mpobjoy@elthamcollege.vic.edu.au or use the contact list on myELTHAM.
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 be awarded the VCE, students must satisfactorily complete at least 16 units of study. These 16 units must include 4 sequences of Unit 3/4 studies, including English as a compulsory Unit 3/4 sequence. At ELTHAM College we expect that the majority of students will be completing 5 or 6 Unit 3/4 subjects.

English Group:
- English Units 1 to 4
- English as an Additional Language (EAL) Units 1 to 4
- Literature Units 1 to 4

Senior Year Subjects

ELTHAM College Senior Years program runs as a three year program 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; ELTHAM subjects, VCE Units 1 and 2 subjects and VCE Units 3 and 4 subjects.

ELTHAM Subjects:
- Cater for Year 10 students across a range of subjects.
- The compulsory core subjects – English, Maths, Science, Humanities and Physical Education and Health run for a whole year, i.e. two semesters.
- The 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 pair.
- 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 1/2 ‘S’ or ‘N’ grades are reported externally to VCAA and contributes to the 16 units required to complete the VCE.
### Internal Marking Scheme

<table>
<thead>
<tr>
<th>ELTHAM and VCE subjects</th>
<th>VET subjects</th>
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<tbody>
<tr>
<td><strong>Very High:</strong></td>
<td><strong>Very High:</strong></td>
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<tr>
<td>A+</td>
<td>21 - 25</td>
</tr>
<tr>
<td>A</td>
<td>84 – 100%</td>
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<tr>
<td><strong>High:</strong></td>
<td><strong>High:</strong></td>
</tr>
<tr>
<td>B+</td>
<td>18 - 20</td>
</tr>
<tr>
<td>B</td>
<td>72 – 83%</td>
</tr>
<tr>
<td><strong>Medium:</strong></td>
<td><strong>Medium:</strong></td>
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<tr>
<td>C+</td>
<td>15 – 17</td>
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<tr>
<td>C</td>
<td>60 – 71%</td>
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<tr>
<td><strong>Low:</strong></td>
<td><strong>Low:</strong></td>
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<tr>
<td>D+</td>
<td>12 – 14</td>
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<tr>
<td>D</td>
<td>48 – 59%</td>
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<tr>
<td><strong>Very Low:</strong></td>
<td><strong>Very Low:</strong></td>
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<tr>
<td>E+</td>
<td>5 – 11</td>
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<tr>
<td>E</td>
<td>20 – 47%</td>
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<tr>
<td>UG:</td>
<td>Below 30 %</td>
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<tr>
<td>NG:</td>
<td>Not Graded (Used if there has been a reason for the work to not be assessed, such as late submission, student absence etc.)</td>
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</table>

**VCE Unit 3 and 4 Subjects:**

- Must be undertaken as a sequence.
- In order to gain your VCE you need to complete 4 pairs of Unit 3/4 sequences.
- 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 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.
# SENIOR YEARS CURRICULUM AT A GLANCE

<table>
<thead>
<tr>
<th>Arts (Visual &amp; Performing) &amp; Design</th>
<th>ELTHAM</th>
<th>VCE UNIT 1/2</th>
<th>VCE UNIT 3/4</th>
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<td>Art</td>
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<td>Digital Art</td>
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<td>Film and Media</td>
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<td>Studio Arts</td>
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<td>Theatre Studies</td>
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<tr>
<td>Visual Communication and Design</td>
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<tr>
<td>Certificate III in Media - Interactive Digital Media</td>
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<tr>
<td>Certificate III in Music or Technical Production</td>
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<td>Certificate IV in Screen &amp; Media</td>
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<td>Certificate II in Furniture Making</td>
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<td>Legal Studies</td>
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<td>Certificate II in Hospitality</td>
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<td>Certificate III in Hospitality (Food and Beverage)</td>
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<td><strong>Health &amp; Physical Education</strong></td>
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<td>Physical Education and Health</td>
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<td>Outdoor Education (Journey to the Top)</td>
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<td>Physical Education</td>
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<tr>
<td>Certificate III in Sport &amp; Recreation</td>
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<td><strong>Humanities</strong></td>
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<td>A Beginner's Guide to Ideas</td>
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<td>Australian Perspectives (Internationals Only)</td>
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</table>
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 don’t like
- what you’re 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 best time to start thinking and reflecting is NOW. 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 myELTHAM.

**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 GUIDE:** [www.jobguide.thegoodguides.com.au](http://www.jobguide.thegoodguides.com.au) is an excellent site to dig deeper on particular jobs/careers. Jobs are listed alphabetically or grouped according to Field of Work, Type of Work or Learning Area. Provides personal requirements, related jobs, education and training options (Select VIC at the bottom), and employment opportunities.

**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**

[www.personalitypathways.com/type_inventory.html](http://www.personalitypathways.com/type_inventory.html)
[www.bgfl.org/multipleintelligences](http://www.bgfl.org/multipleintelligences)
(recognising how you best learn and therefore what subjects you might best be suited to)
[www.myfuture.edu.au](http://www.myfuture.edu.au)
TERTIARY INSTITUTIONS

For information on courses, studying, events and Open Days, admissions, scholarships and accommodation:

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These can also be accessed via the VTAC website: www.vtac.edu.au

EMPLOYMENT


SENIOR SUBJECT DESCRIPTIONS

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- Business Studies .............................................................. page 35
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- Health and Physical Education ......................................... page 53
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- Information Technology ................................................ page 65
- Languages Other Than English ........................................ page 67
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- Sciences .......................................................................... page 77
Art

ELTHAM

Advice
In this subject you will investigate art as a means of self expression and as a way of visually interpreting and responding to the world.

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.

Introduction
This subject caters for students who find art challenging and enjoyable, and would like to expand on their skills. It 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.

Skills
Art has a strong focus on skill development, giving you the ability and confidence to express yourself through your work. You will 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 such as photography and printmaking, textiles and fashion, printing and drawing along with the manipulation of non traditional materials to create works and convey ideas.

Content
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 artforms

Design

ELTHAM

Advice
In this subject, you will be looking at how illustration can be combined with graphic design to create what we see every day in advertising, websites and packaging, for example.

It is recommended you enjoy drawing and have a keen interest in design and creativity.

Introduction
This subject introduces you 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.

Skills
Your challenge will be to use a variety of illustration techniques in the creation of a range of solutions to design problems. You will 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.

Content
Most of the course involves you applying various illustration styles to vehicles such as book covers and signage. You will be encouraged to work with various media including markers, colour and greylead pencils, soft drawing material, collage and the computer.

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 what the image says to it’s target audience
- the functions of illustration in our society, industry processes and the client/artist relationship
Digital Art

ELTHAM

Advice
This subject will allow the opportunity to develop skills in manipulating digital technologies in an art context. You will use these technologies to make statements, aesthetic decisions and communicate ideas. An interest in Art as well as photography and the computer is recommended.

Introduction
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 and combined experiences!
You will also look into the practice of contemporary artists to understand the potential for manipulating these technologies in a creative way. Students 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.

Skills
The program is designed for students to develop an understanding regarding the balance between the aesthetic and technical aspects of digital art. Projects are set to challenge, and to provide scope for developing practical skills; using SLR cameras and Adobe Photoshop to manipulate and develop finished pieces of digital art.

Content
Most of the course involves you creating imagery utilising both photography and computer software. 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.

Film and Media

ELTHAM

Advice
In this course we aim to begin our skill development at the entry point of student knowledge. Film watching becomes film analysis or research, and then film analysis becomes filmmaking. The early tasks begin at the basic starting points in digital film making and skill development leading to advanced techniques in the use of the camera and editing suites. An interest in making exciting and creative films is an essential quality.

Introduction
In the Film and Media course we begin 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 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 tested in the production of an advertisement which will be entered for competition at the annual Eltham on Film Festival. To conclude, students working in small teams will create their own short films.

Skills
During the production of two short films, you will develop your creative, organisational and film production skills.
Specific training will focus on the planning of a film project and on the operation and functionality of the digital video camera and editing suites. Students should complete this course with the required knowledge and skills to make their own short films.

Content
The Film and Media course is designed to provide a balance between understanding the specific qualities of good film making and training in the use of technical equipment to make films of your own choice. Each project is set to challenge and feed knowledge or skills to enhance the next project. Students will complete this course with two films each and a number of film credits. They will be aware of how film communicates using image composition, use of sound, editing and other principles of film production.
Music

ELTHAM

Advice
Throughout the course, you will be able to develop your skills as both a soloist and a member of a group. 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. All students studying this Music Unit must be learning from a private instrumental/singing teacher, either at the College or externally.

Introduction
Are you currently learning a musical instrument? Why not have your talent count as part of a music subject? This subject 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. In addition, within the class you will form bands to rehearse and perform your own and other people’s music. To enhance your developing performance skills you also learn to better read and write music, including some composing of your own music. At the end of this subject, you have the opportunity to continue with either VCE Units 1, 2, 3 and 4, or the VET Certificate III in Music, or both.

Skills
At the completion of Year 10 Music you will have:
• the ability to perform as a soloist or member of a group
• some basic skills in rehearsing and practising
• technical flexibility on your chosen instrument/voice
• developed your listening and analysis skills
• some basic music theory and aural knowledge
• created and composed your own music
• gained an insight into the music industry and its career opportunities

Content
Throughout Year 10 Music you will:
• select your repertoire, rehearse and perform within the music class and to audiences
• perform in both established College ensembles and your own bands within class
• work on practice and performance skills required to perform both as a soloist and a member of an ensemble
• listen to and discuss a range of musical styles and performances
• develop knowledge in reading, writing and composing music
• develop a basic experience of improvisation on your instrument

The course requires occasional evening performances and out-of-hours ensemble rehearsals. For Year 10 students, you have the option of taking this subject for one semester or for the entire year.
Music Performance

VCE UNIT 1 AND 2

Advice

Students who enrol in this subject are typically in Year 11. Throughout the course, you will be able to develop your skills as both a soloist and a member of a group. 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. All students studying a VCE Music Unit must be learning from a private instrumental/singing teacher, either at the College or externally.

Introduction

Are you currently learning a musical instrument? Why not have your talent count as part of a music subject? This VCE Unit 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. In addition, within the class you will form bands to rehearse and perform your own and other people’s music. To enhance your developing performance skills you also learn to better read and write music, including some composing of your own music. At the end of Unit 2 Music Performance, you have the opportunity to continue with VCE Units 3 and 4.

Skills

At the completion of VCE Unit 1 and 2 Music Performance you will have:

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

Content

Throughout Unit 1 and 2 you will:

- select your repertoire, rehearse and perform within the music class and to audiences
- perform in both established College ensembles and your own bands within class
- develop skills required to perform both as a soloist and a member of an ensemble
- listen to, discuss and analyse a range of musical styles, with emphasis on your own performances
- extend your knowledge in reading, writing and composing music
- develop skills of improvisation in a variety of styles

By undertaking instrumental music lessons either at the College or externally, your lessons will count as credit towards satisfactory completion of this VCE Unit. The course requires occasional evening performances and out-of-hours ensemble rehearsals.
Music Performance

VCE UNITS 3 AND 4

Advice
Units 3 and 4 Music Performance is recommended if you wish to perform as a soloist at a very high standard on your instrument/voice. You will need a deep commitment to music and a passion for performance preparation to complete this course. It is highly recommended that you have had at least four years of lessons on your instrument/voice before undertaking this course. During these Units you must also undertake weekly private instrumental lessons on your instrument/voice.

Introduction
Units 3 and 4 Music Performance give you the opportunity to develop as a soloist and accomplished ensemble (group) musician, and this course presents you with the necessary knowledge to accomplish this. Your music skills are broadened by ensemble performance, solo technical work and unprepared performance. You build on your prior knowledge of music as you practise to achieve your personal best in developing your solo and group music performance repertoire.

Skills
You will develop your:
- ability to perform confidently as a soloist
- solo technique and sight reading skills
- music language skills (theory) for use in performance and analysis of ensemble works
- ability to show music leadership

Content
Unit 3 will include:
- a solo performance at a school concert where you will perform a 12-15 minute selection of solo works from your end of year recital program
- performance of a music study, technical work and exercises on your main instrument
- rehearsing and performing within an school ensemble each week
- developing your ability to show musical leadership and your skills as an ensemble performer
- developing knowledge about music language relating to melody, duration and harmony (elements of music theory)
- studying the role of instruments in ensemble works and the use of instruments in combination

Unit 4 will include:
- a solo performance at a school concert where you are required to perform a 12 minute selection of solo works from your end of year recital program
- performance of technical work and exercises that will enhance the performance of the solo/ensemble work, and that demonstrate unprepared performance skills
- an ensemble performance consisting of at least two works
- developing knowledge about music language relating to melody, duration and harmony (elements of music theory)
- studying the role of instruments in ensemble works and the use of instruments in combination
Media

VCE UNITS 1 TO 4

Advice
The Media courses involve a balance of practical and theoretical work. As a pathway students with experience or an interest in film, photography and or creative writing are well suited. Students considering a career in the media should also consider the Block Credit courses beginning with the Screen Base Camp held at the end of Year 10 or Year 11.

Introduction
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 will analyse social media networks like Facebook and WikiLeaks, study films and consider the way media messages are created. They often work in groups to better appreciate different opinions, ideas and perspectives. Group work is essential for the planning and production of short films.

Skills
In Units 1 and 2 students:
• become confident with the use of technology
• research new media
• produce films
• undertake photography exercises
• manipulate photographic and digital images
• create and analyse visual representations
• work in collaborative team environments
• develop time management, project planning and problem solving skills

In Units 3 and 4, students:
• consider how production and story elements structure narratives
• design, plan and produce either film, photography or web based media products
• consider the representation of social values in the films like “Ferris Bueller’s Day Off”
• debate the censorship issues including the concern about violence in the media

Content

Unit 1: Representation
Students:
• 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
• study new technologies and the impact they have had on individuals and society

Unit 2: Media Production and the Media Industry
Students:
• develop an awareness of specialist production stages, such as camera work and editing
• develop practical skills through undertaking assigned roles during participation in specific stages of a media production
• analyse who owns and controls the Australian media

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

Unit 3: Narrative and Media Production Design
Students:
• develop an understanding of production and story elements while analysing two films
• develop media skills by testing equipment and ideas
• research a media production
• plan a major production in either film, photography or web based media

Unit 4: Media Production, Societies Values, Media Texts and Influence
Students:
• produce the planned production from Unit 3
• analyse film’s to better understand the way media texts are shaped by values
• study the influence of violent media on individuals
ARTS & DESIGN

Studio Arts

VCE UNITS 1 TO 4

Advice
You will enjoy this subject if you have a love and appreciation of art and/or want to develop a folio for tertiary entry to art/design/photography courses. Studio Arts 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.

Introduction
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 (Unit 3) and a cohesive folio of finished artworks (Unit 4).

You will explore professional art practices in relation to particular art forms and the development of distinctive styles in artworks.

Skills
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
Units 1 and 2
Explore the use of aesthetic qualities through both 2 and 3-dimensional artforms.

You can select from areas such as painting, photography, printmaking, mixed media drawing, illustration and photography to explore a variety of thinking and working practices.

The ideas, subjects, techniques and style are the students’ choice as they work through a design process.

The written components explore the ways artists use sources of inspiration, materials and techniques, design elements and principles, and how they communicate ideas.

Units 3 and 4
In Unit 3 students produce support material that outlines the design process. In Unit 4 students create a number of well resolved artworks. Students set their own area of investigation in terms of the subject and images, ideas and themes, techniques, style and media. Students choose from a range of areas to explore their chosen theme.

Some of these areas include:
• painting
• printmaking
• photography and digital imaging
• fashion design
• drawing and illustration
• sculpture
• animation
Art

VCE UNITS 3 AND 4

Advice
You will enjoy this subject if you really like making art and spend time drawing or developing creative projects. In Art you would 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 Arts 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 art work in your own style.

Introduction
Units 3 and 4 in Art focus on making personal art responses through a broad and innovative investigation of an art form and then finally presenting a comprehensive body of work that realises technical skill and awareness of aesthetic qualities.

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
Students will learn to:
- Make personal art responses
- Prepare a sustained and articulate body of their own art work
- Critically appraise and document their own work
- Visually analyse and evaluate a range of artwork
- Develop personal viewpoints about the meanings, messages and qualities within a range of artwork
Theatre Studies

Advice
Calling all those who have a love and appreciation of theatre, even those who do not want to act!

Students do not need any prior theatrical experience to undertake the subject and do not need to act if they do not choose to but can instead focus on other stage craft such as lighting, sound, set, directing, costume, make-up, publicity, stage management, dramaturgy, and multimedia.

Theatre Studies students should be motivated to undertake a variety of performance related tasks. They will be required to engage themselves actively as leaders and supporters in a number of group devised works and be prepared to work independently as well. Stimulus material, excerpts and play texts will be a major focus and students will be expected to participate in at least one major 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.

Introduction
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.

Theatre Studies involves a significant component of work outside the traditional classroom timetable, especially in the lead up to the major production.

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

Content
Specific content components will include:
knowledge of the history and characteristics of theatre; interpreting play texts through rehearsal and performance, using stage craft to design, construct and perform interpreted works; gaining knowledge of theatre by watching a range of performances; and applying skills of theatre criticism to performances.

Unit 1: Pre-modern Theatre
This Unit focuses on theatrical form and working with plays in both their written form and in performance, with emphasis on the use of stage craft. The students explore play scripts from the pre-modern era, that is, works prior to the 1920's.

Unit 2: Modern theatre
This Unit focuses on play interpretation with an emphasis on performance. Students study plays from the modern era and learn about naturalistic and non-naturalistic performance styles and their related conventions.

Unit 3: Playtext Interpretation
(Major Production of a Play)
This Unit focuses on the interpretation and production of a play(s). It involves all aspects of production processes. Specialised areas in stagecraft are developed. Students will specialise in two areas of stagecraft.

Unit 4: Performance Interpretation
This Unit focuses on a prescribed play that involves students working in the areas of text research, interpretation and acting/direction OR design (any two of make-up, costume, set pieces, properties, sound).
Visual Communication Design

VCE UNITS 1 TO 4

Advice
Visual Communication Design (VCD) 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.

If you are creative and enjoy drawing and playing with computer graphics, then you will enjoy this subject. You will need to be motivated and self-directed, and have developed time management skills, as VCD is a highly demanding subject.

If you were considering entering Units 1 and 2 Visual Communication and Design, it would be advantageous to have completed 1st Year Design. This is not, however, a prerequisite. 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.

Introduction
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 learn to:

- develop concepts and ideas
- work through the design process to complete the end product

Content
Units 1 and 2: Introduction to Visual Communication Design and Applications of Visual Communication Design

These Units focus on both freehand and graphic drawing systems and the application of the design process in the creation of imagery. You will also look at the way information and ideas are communicated visually. There is a large amount of content dedicated to developing folio skills for the preparation of your portfolio, which is needed for entry into most tertiary design courses.

Units 3 and 4: Design Thinking and Practice and Design Development and Presentation

These Units focus on the design process in the production of finished pieces that are totally of your own choice. You are able to set your own agenda to produce work specific to an area of design that reflects your interests and/or aspirations.
Certificate II in Furniture Making - MSF20313

VCE UNITS 1 TO 4

Advice
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.

Introduction
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
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 may include
- Hand making timber joints
- Constructing a basic timber furnishing product
- Joining solid timber
- Preparing surfaces for finishing
- Using furniture making sector hand and power tools
- Constructing furniture using leg and rail method
- Preparing cutting lists from plans and job specifications

Packaging Rules
To be awarded the MSF20313 Certificate II in Furniture Making, competency must be achieved in thirteen (13) units of competency.

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

There is an additional cost associated with this elective to cover materials and first aid certification.
Certificate III in Media - Interactive Digital Media
CUF30107

VCE UNITS 1 TO 4

Advice
It is recommended you have a keen interest in digital design, animation and interactive media.

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

VCE Units 1 and 2 will be offered in alternate years to VCE Units 3 and 4.

Introduction
Multimedia is the combined use of media, such as movies, music, animation and graphic design.

Certificate III in Media provides a nationally recognised qualification as well as a VCE study score.

The general purpose of the Certificate III in IDM is to provide you with the necessary skills, knowledge and attitudes for further training in industry, TAFE, university and private colleges.

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

Content
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 Web-Pages, manipulation of digital images, creation of interactive sequences and writing content and/or copy.

Packaging Rules
To be awarded the CUF30107 Certificate III in Media - Interactive 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 IV in Screen & Media CUF40107

Advice
This film making course is available to any student regardless of your level of experience or expertise.

The Certificate IV in Screen and Media is a nationally recognised qualification. The course is delivered in two parts.

Part One - Screen Camp
Part Two - Screen Extension

Year 10 and Year 11 students have the option of undertaking the Screen Film Camp at the end of the school year while the Extension course is best done while a student is in Year 11 or 12. Experienced film makers can use the course to build their skill base. Those with no 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.

Each course may count towards a student’s ATAR as a block credit, depending on the total number of VCE subjects completed.

Part One (Screen Film Camp)
This is delivered in December as a three-week intensive block.

Week 1 includes workshops with industry professionals who will conduct training in script writing and how to get the best out of a camera.

Week 2 is on location and is designed to reflect an industry production. Each student will be scheduled to direct and then crew on morning, afternoon and night shoots for five days straight.

Week 3 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.

Part Two (Screen Extension)
Classes will be held on a Wednesday afternoon during Terms 2 and 3. This will preclude participation in interschool sport. Part Two includes workshops with industry professionals who will conduct training in lighting, production and project management, coordination of cast and crew and managing rehearsals. In each course students will film and edit a film that is their own and they will have worked on a number of other student films, gaining skills in the different areas of production.

Packaging Rules
To be awarded the CUF40107 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 cost associated with this elective.
Certificate III in Technical Production - CUS30209

VCE UNITS 1 TO 4

Advice
The Certificate III in Technical 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. Students who complete the sequence of Units 1 to 4 will gain a study score as well as a VET Certificate III.

Introduction
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.

Skills
At the completion of Certificate III in Technical Production you 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
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

Certificate III in Music
CUS30109

VCE UNITS 1 TO 4

Advice
The Certificate III in Music is designed for students thinking about working in the music industry as a performer. At the completion of Units 3 and 4 students will gain a study score but the VET Certificate III can only be awarded to students who have successfully completed the full Units 1 to 4 sequence. This course has a compulsory evening rehearsal component which takes place every Tuesday or Wednesday from 4 to 6pm.

Introduction
This course will provide you with a wide range of knowledge and skills to be able to maximize your employment in the music industry.

Skills
At the completion of Certificate III in Music, and depending upon the sequence you choose, you 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
Throughout the course, you will be involved in:
- developing and extending your repertoire
- developing your performance skills
- contributing to backup performance for a performance
- writing songs
- using computer music software for writing, recording and performing

There is an additional cost associated with this subject.
Financial Affairs

ELTHAM

Advice
Interested in Accounting or Economics? Financial affairs is recommended for students interested in learning more about managing money from budgeting and saving, to investment in the stock market.

Introduction
Financial Affairs is aimed at examining the way individuals and countries manage their money. In an increasingly globalised world there are many issues that affect our finances. This course is designed to equip you with life skills and knowledge of how to manage your money.

Skills
Students will develop skills such as:
• setting financial goals
• budgeting
• managing credit and debt
• understanding factors influencing the economy
• becoming aware of the influences of marketing and advertising

Content
Course content will include:
• basic accounting principles
• managing money at a personal and national level
• budgeting and financial planning
• financial scams
• playing the share market simulation game
• taxation
• being a wise consumer and the influence of advertising
• purchasing a car
• basic economic principles through a case study approach

Law and You

ELTHAM

Advice
This subject will appeal to you if you are keen to learn more about the law, your rights in the workplace and are interested in justice. This subject provides links to VCE Legal Studies.

Introduction
If you are interested in understanding the legal system and your individual rights, then this subject is for you. Different aspects of the legal system will be explored through the investigation of a range of significant legal issues with particular links to the workplace.

Skills
Through the course you will have the opportunity to develop skills in:
• legal research and investigation
• legal interpretation and analysis
• applying legal theory to cases
• understanding your rights
• written and oral communication

Content
The course content will include:
• types of law – meaning and principles
• jury system
• punishment of crimes
• the effects of crime on individuals and society
• employment contracts
• workplace entitlements
Accounting
VCE UNITS 1 TO 4

Advice
If you enjoy working with detail and logical processes, then you are likely to enjoy Accounting.
Units 1 and 2
This course is recommended for students with an interest in learning how to process and use financial information. Accounting requires you to be able to think logically. You will often be dealing with figures.
Units 3 and 4
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.

Introduction
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.
There is a strong emphasis on using ICT in the accounting process for all Units in this course.

Skills
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
• 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.
• make effective financial decisions
• apply theoretical knowledge to simulated situations
• communicate financial information in various forms
• develop an understanding of the role of ICT in the accounting process

Content
Unit 1
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. Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.
Unit 2
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 develop their understanding of the importance of ICT in accounting by using a commercial software package to establish a set of accounts, record financial transactions and generate reports.
Unit 3
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
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

Advice
Business Management will engage students who have a keen interest in the operations and environment of small businesses and large scale organisations. Whilst this is a theory based course there is sufficient opportunity to venture out into the business world and get hands-on appreciation for the industry. Students need to be prepared to undertake a variety of business theory topics and case studies as a part of assessment.

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

Introduction
If you are interested in the dynamics of large scale organisations, small business and business in general then this subject will provide challenging and exciting possibilities.

Skills
In Units 1 and 2 you will have the opportunity to develop skills in:

- application of business knowledge and concepts to practical situations
- analysing business information
- research aspects of business management using ICT and print material

In Units 3 and 4 you will have the opportunity to develop skills in:

- 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

Unit 1: Introducing Business
Unit 1 will introduce students to the small business sector that provides a wide range of goods and services for both customers and industries, such as manufacturing, construction and retail. It will also cover the employment opportunities that the small business provides to the success and growth of Australia’s sustainability.

Unit 2: Communication and Management
Following on closely from Unit 1, this Unit looks at how to effectively use communication in achieving business objectives. Students will investigate both internal and external forms of communication in the business sector. They develop key aspects of business communication such as marketing, advertising, public relations and understanding the importance communication plays in running an effective business.

Unit 3: Corporate Management
Students investigate the internal and external environments of large scale organisations. Students look at the complexity of managing large scale organisations and have a chance to compare theoretical perspectives with practical applications.

Unit 4: Managing People and Change
This Unit focuses on the human resource management function within large scale organisations. The Unit concludes with analysis of the management of change. Students learn about key change in management process and strategies providing them with the chance to apply these to a contemporary issue of significance.
Economics

VCE UNITS 1 TO 4

Advice
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.

Introduction
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.

Skills
Students have the opportunity to develop skills in expressing, interpreting, analysing, applying and evaluating economic strategies and ideas; acquiring and developing economic information through the media and internet; and researching and communicating economic information through a variety of oral, visual and written means and cooperative learning.

Content
Unit 1: Economics: Choices and Consequences
Unit 1 focuses on the processes by which economic decisions are made; the operation and role of markets through case studies such as commodity markets, property markets and the stock market and issues facing the Australian economy such as economic growth and sustainable development, the creation and distribution of wealth and income and inflation.

Unit 2: Economic Change: Issues and Challenges
Unit 2 focuses on the changing nature of population and demographics in Australia, such as the ageing population, and the economic challenges that they pose for society. Additionally, students will study contemporary global economic issues, such as international economic relations and trade, developing economies and economic globalisation.

Unit 3: Economic Activity
Unit 3 focuses on economic activity in Australia, and the importance of markets in making decisions about resource use. Students will also examine the general goal to increase living standards in Australia, and specific goals such as low inflation, strong and sustainable economic growth, full employment, external stability and equity of income distribution.

Unit 4: Economic Management
Unit 4 focuses on how the Australian government tries to achieve its stated economic objectives through budgetary policy, monetary policy, microeconomic reforms such as trade liberalisation and competition policy, immigration policy and environmental policy. Students will then analyse the effectiveness of the policy mix in achieving economic objectives.
Legal Studies
VCE UNITS 1 TO 4

Advice
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.

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

Introduction
VCE Legal Studies 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.

Skills
Students have the opportunity to develop skills in discussing, interpreting, analysing and evaluating legal information and processes, as well as the research and analysis of contemporary legal issues.

Content
Unit 1: Criminal Law in Action
Students examine the need for laws in society, before focusing on criminal law and the processes for the resolution of criminal cases within the courtroom. This includes an investigation of the nature of criminal liability, different types of crimes and related defences, rights and responsibilities under the criminal law, and procedures followed by courts in hearing and resolving criminal cases.

Unit 2: Issues in Civil Law
Unit 2 focuses on how the infringement of legal rights can be pursued through the legal system, and an investigation of civil law. Students examine the rights and obligations under civil law, types of civil laws and related cases and issues, and the resolution of civil disputes through the legal system. Through investigation of a landmark case, students learn how individuals can influence a change in the law in order to protect their rights.

Unit 3: Law-Making
Unit 3 focuses on the way in which laws are made through parliament and the courts, factors that influence changes in the law, and the effectiveness of these bodies as law-makers. It also explores the importance of the Commonwealth Constitution in determining law-making powers, and in protecting democratic and human rights of Australians.

Unit 4: Resolution and Justice
Unit 4 focuses on the way in which criminal cases and civil disputes are resolved through the courts and tribunals, including an examination of procedures in criminal and civil cases, and the operation of the adversary and jury systems. Throughout this Unit students will question the operation and effectiveness of the legal system, including actual and possible areas for change and reform.
Certificate II in Hospitality  
(Hospitality SIT20213)  
Certificate III in Hospitality  
(Hospitality Stream SIT30713)  
Certificate II in Kitchen Operations  
(Kitchen Operations Stream SIT20312)

VCE UNITS 1 TO 4

Advice
The VCE -VET 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.

Students who continue with the subject into Units 3 and 4 will gain a Study Score which will contribute to their final ATAR Score. Also depending on which stream they choose, a Certificate II in Kitchen Operations or a Statement of Attainment in Certificate III in Hospitality will be awarded.

Introduction
Unit 1/2 students attend Monday or Tuesday. Unit 3/4 students attend Wednesday or Thursday from 4:30pm to 9:00 pm. Students receive a meal on arrival and theory class begins at 4:30 pm for approximately 45 minutes. The students then prepare for restaurant which opens at 6:30 pm.

Students are required to have a full uniform for each session. This can be retained for the two years of the course. There is an additional cost associated with this subject.

Content
Units 1/2 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 first year where students will develop skills in both front of house and in kitchen operations. Students prepare and serve food in the industrial kitchen, while also working in the dining room as food and beverage and bar attendants.

Packaging Rules
To be awarded the SIT20213 - 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 3/4 Hospitality
Certificate II in Hospitality provides you with the necessary training and skills for the achievement of competency in food and beverage service. Hospitality may incorporate units such as serve food and beverage, prepare and serve non-alcoholic beverages, prepare and serve espresso coffee, provide advice on food and process financial transactions.

Packaging Rules
To be awarded the SIT30713 - Certificate III in Hospitality, competency must be achieved in eleven (12) units of competency.

- five (5) core units of competency
- six (6) elective units of competency

Units 3/4 Kitchen Operations
Certificate II in 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.

Packaging Rules
To be awarded the SIT20312 - 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
English

ELTHAM

Advice
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.

Introduction
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.

Skills
• 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
• a wide selection of novels, poetry, short stories and song
• films and a rich range of other visual media

Bridging English

ELTHAM

Advice
International students who require additional English language development will study Bridging English alongside their mainstream subjects. At the same time they will study English as an Additional Language (EAL).

Introduction
ELTHAM’s Bridging English course is interactive and designed to improve communication and study skills in order to prepare students for senior schooling. In Bridging English classes, students will learn about Australian culture and life while 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
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
• English language texts including novels, newspapers, textbooks, films, television shows, websites and language learning software
English as an Additional Language (EAL)

ELTHAM

Advice
For International Students Only.

Introduction
Year 10 EAL 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 multimedia. Furthermore, attention will be given to enable students to recognise culturally different learning strategies and cross-cultural educational pedagogies.

Skills
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
• a wide selection of novels, poetry, short stories and song from different cultures including Australia
• films, blogs and other visual media; newspapers
English
VCE UNITS 1 TO 4

Advice
Every student must satisfactorily complete at least three Units of English in order to be awarded their VCE, including Units 3 and 4. English, Literature or EAL will automatically be counted in full in the calculation of a student’s ATAR.

Introduction
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 command and 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
You will learn to:

• identify and discuss ideas, themes and issues in set texts, and construct your own 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
• prepare and deliver a formal oral presentation on a chosen subject.
• experiment with a variety of writing styles for different purposes and audiences
• create written texts for a specified audience, purpose, language and context.

Content
Unit 1
The focus of this Unit is 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 will develop competence and confidence in creating written, oral and multimodal texts, by exploring ideas suggested by the context set and by researching and presenting a persuasive speech.

Unit 2
The focus of this Unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts. Students analyse and compare the use of language in persuasive texts.

Unit 3
The focus of this Unit is on reading and responding, both orally and in writing, to a range of texts. Students analyse how the authors of 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 texts that debate a topical issue in the Australian media and construct a sustained and reasoned point of view in oral form.

Unit 4
The focus of this Unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within chosen context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.
English as an Additional Language (EAL)

VCE UNITS 1 TO 4

Advice

International students must satisfactorily complete at least three Units of EAL in order to be awarded their VCE including Units 3 and 4. EAL will automatically be counted in full in the calculation of a student’s ATAR.

In EAL, students will enjoy small classes and individual attention. Students will learn to analyse texts and develop your English Language skills. Furthermore, students will continue to develop both a richer repertoire of vocabulary and competence in using English grammar.

Introduction

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

Students will learn to:

- identify and discuss ideas, themes and issues in set texts, and construct your own 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
- take part in small group work, whole class discussion, research, individual assignments and activities

Content

Students look closely at literary texts as a basis for the identification and discussion of themes and ideas. Students will learn how to construct their own response to a text, and to construct a variety of writing styles. Newspapers and electronic media provide material from which an issue might be drawn, and wider reading around the chosen topic helps the individual prepare a point of view on that topic. Students are encouraged to listen actively in class discussion, take careful notes, and volunteer opinions, as these are a valuable method of exploring ideas and responses to the coursework.
Literature

VCE UNITS 1 TO 4

Advice

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. Literature Units 3 and 4 may be taken alongside or as an alternative to English Units 3 and 4. If taken as an alternative to English Unit 3 and 4 then this sequence would count as the compulsory English component of VCE studies. 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.

Introduction

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? How can we tell these through the author’s use of language and other literary devices? 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.

Skills

You 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 on and contrasting 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. This is a key component of the course, particularly in Units 3 and 4

Content

Units 1 and 2

Using both electronic and print texts, you learn how to analyse the ways in which authors use words to communicate their views, values, particular concerns and ideas. You should be prepared to participate in and lead discussion, and to keep a journal of your own reviews of material from both inside and outside the classroom. There is a creative component to the course. However, the main skills are analytical and critical, with a focus on discussion and on writing.

Units 3 and 4

You will undertake the study of two A list texts and four B list texts over the course of the year. The two A list texts are used only for internal assessment, while the four B list texts appear on the end of year examination. In the examination, students are expected to complete a close analysis of two different texts from different genres, making class discussion and concentration on close analysis of passages central to skill development.
Research Project

ELTHAM

Advice
Interested Year 10 students are invited to apply to undertake a Research Project in Semester 2 2014.

Introduction
This Project would be undertaken as an extracurricular item in addition to students’ regular study load. Students would complete a dissertation (approx. 2,500 words) on a subject of their choice. Members of staff would act as supervisors or ‘mentors’ for the project. Students are expected to meet with their mentor 1 period per cycle.

Skills
Students who have elected to complete this Research Project will be taught by their teaching supervisor or ‘mentor’ the basic skills of research and analysis. They will also gain skills in following research principles, data collection methods and meeting deadlines.

Students will learn how to take direction in their research and attend to detail. The final presentation of the project is assessed as single outcome by a panel of teachers.

Content
Firstly, students need to submit an application in order to be accepted to undertake this Research Project. There will be a set timeline for this process and students will be informed of relevant key dates. Selection Criteria for acceptance of applications will include the suitability of the research proposal, a student’s grade average and academic standing and also the availability of staff mentors.

Whilst completing their Research Project, students will work through the various stages common to all research investigations. These include preparation for research, the drafting process and completing the final project. Assessment will include a 200 word self-evaluation task as well as the final research report. Due dates for the final report will coincide with the conclusion of Semester 2 subject classes.
Extended Investigation

VCE UNITS 3 AND 4

Advice
The VCE Extended Investigation enables students to develop, refine and extend knowledge and skills in independent research and carry out an investigation that focuses on a rigorous research question. 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. Through this study, students develop their capacity to explore, justify and defend their research findings in both oral and written forms to a general, or non-specialist audience.

Introduction
Are you a curious and self motivated student? The VCE Extended Investigation develops students’ understanding of what constitutes a good research question. They develop an ethical, a robust, a 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 research questions are developed and refined to enable the researcher to address the key issues proposed by the research 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 research findings.

Students are introduced to a broad range of research methods and explore their comparative suitability for the investigation of particular questions. The skills that students develop in this study are transferable to any higher education course or vocational education and training program.

Skills
Unit 3
• use key research concepts and terms
• 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
• consider ethical issues relevant to the research question.

Unit 4
• apply skills of research project management
• use and analyse relevant literature and/or data to support analysis and draw conclusions
• analyse and evaluate evidence and argument
• synthesise data and findings
• use conventions of academic writing.
• organise and analyse ideas, data and findings to explain conclusions
• communicate and explain research
• evaluate research methods
• evaluate and reflect on outcomes of the investigation.

Content
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.
Physical Education and Health

ELTHAM

Advice
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. Students will cover numerous health related issues based on how to live overall and also other lifeskills.

Introduction
The Year 10 core Physical Education and Health course combines both theoretical and practical components based on personal health and fitness of individuals and communities.

Skills
A variety of skills will be developed and used throughout the course:
• investigation of a number of topics
• use of correct terminology
• oral presentations
• team work
• individual research
• organisation
• participation in a range of physical activities

Content
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
• training principles through the use of heart rate monitors
• different methods of training - participation in a continuous, resistance, fartlek and interval sessions
• benefits of maintaining a healthy lifestyle
• health related issues
• basic nutrition - through analysis of food intake and creating a healthy eating plan
• the importance of leadership and teamwork
Health and Human Development

VCE UNITS 1 TO 4

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

Introduction
Units 1 and 2 examine you, the Australian youth, and the families and communities you live in. It investigates:
• the physical, social, emotional and intellectual development of youth
• the way youth cope with pressures to which they are exposed
• the role of the Australian family and local communities in providing an environment for growth and development

Units 3 and 4 examine:
• the health of Australians and the health problems we face
• the foods available to us and our diet
• a global issues focus such as the differences between people living in industrialised countries and those living in developing countries

Skills
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
• use of correct terminology
• oral presentations
• media analysis
• team work
• individual research
• organisation

Content
Units 1 and 2
The focus of these Units is an understanding of:
• the health of adolescents and changes such as physical development and accompanying social, emotional and intellectual changes you go through as you grow
• the challenges that adolescents face
• the skills and practices needed to deal with these situations such as making decisions about how to behave and act
• the family, community and government influence on individual health and development
• factors that cause variations in the health of social and cultural groups

Units 3 and 4
The focus of these Units is an understanding of:
• the dimensions of health
• the determinants of health
• nutrition as a risk and protective factor
• the Australian health system
• the National Health Priority Areas (NHPAs)
• global health issues such as Australia’s health status as a developed nation compared to health issues of developing countries
• aid agencies and the work they do in maximising the health of people in developing countries
Outdoor Education
(Journey to the Top)

ELTHAM

Advice
It is strongly recommended that you have participated in ELTHAM Outdoor Education from Years 7-9 and/or have a passion for simple living and journey style programs moving on foot through a natural environment to camp at a different site each evening. This subject is limited to Semester 2 only.

There is an additional cost of approximately $700 associated with this elective to cover the practical components.

Introduction
This semester based subject provides you with the opportunity to carefully plan and implement outdoor activities with the focus being on our peak experience – the opportunity to trek for eight days over the roof of Victoria – taking in the summit of Mt Feathertop, the Fainters and Mt Bogong. Between these high peaks you will traverse the unique Bogong High Plains with its alpine flora, fauna and remnants of European history (cattlemen’s huts etc).

You will learn to live simply and understand what equipment, clothing and safety considerations are essential for such challenging expeditions. You will also experience living for an extended period of time with other like-minded individuals who need to work together to achieve a common goal.

If you have a love of the outdoor environment and the challenges it can provide then this subject is for you. In addition to this trip are six single day activities which give you the opportunity to further explore a range of outdoor recreational pursuits – a chance to leave technology alone for a while, and engage in “real experiences”. This could include mountain bike riding, sea kayaking, cross country skiing, rock-climbing and more.

We will examine ‘minimal impact’ camping strategies, and physical fitness to complete the challenging walks.

Skills
In this course you will acquire skills in trip planning, an understanding of safety procedures, first aid, skills in ‘minimal impact’ camping strategies, and physical fitness to complete the challenging walks.

Content
Theory work is directly linked to the practical application of the outdoor experiences. This will be supported by a trip-planning assignment with a partner in which you will be expected to organise all aspects of the trip and be responsible for the leadership on each program.

Areas of Study:
• safe participation in the outdoors
• minimal impact travel and living
• ways of knowing natural environments
• access to outdoor experiences
• technology and the individual’s outdoor experience
• navigation, leadership and first aid skills
Physical Education

VCE UNITS 1 TO 4

Advice
Physical Education is a biological, physiological, psychological and social science. Students need to be aware that in Units 1 and 2 approximately 5-6 lessons per cycle are spent in a classroom studying theory and 1-2 lessons per cycle are practical. In Units 3 and 4 the vast majority of time is spent in a classroom with a sprinkling of practical classes.

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

Introduction
VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between skill learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity.

Skills
Students require the ability to read, analyse and interpret data, for example in tables and graphs.

Students will participate in theoretical and practical classes, to develop their understanding of key concepts.

The study is made up of four Units:

Unit 1: Bodies in Motion
- explore how the body systems work together to produce movement
- introduce the aerobic and anaerobic pathways utilised to provide the muscles with energy
- select one of these two detailed studies: “Technological advancements from a biomechanical perspective” or “Injury prevention and rehabilitation”

Unit 2: Sports Coaching and Physically Active Lifestyles
- explore a range of coaching practices and their contribution to effective coaching and improved performance of an athlete
- the role exercise plays in the health and wellbeing of the population
- how participation in physical activity varies across the lifespan
- explore a range of factors that influence participation in regular physical activity
- students select one of two detailed studies: “Decision making in sport” or “Promoting active living”

Unit 3: Physical Activity Participation and Physiological Performance
- an understanding of physical activity and sedentary behaviour
- methods to assess physical activity and sedentary levels
- national physical activity guidelines
- promoting participation in regular activity
- the contribution of energy systems to performance in physical activity
- causes of fatigue and different strategies used to delay and manage fatigue to promote recovery

Unit 4: Enhancing Performance
- analyse physical activities to ascertain the fitness components, energy systems and training methods needed for successful performance
- design and participate in a training program for six weeks, to improve or maintain fitness for a specific sport or activity
- nutritional, physiological and psychological strategies to gain advantage over the competition
Certificate III in Sport and Recreation
SIS30513

VCE UNITS 1 TO 4

Advice

The Certificate III in Sport and Recreation is designed for students wishing to work 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. It also focuses on other areas such as maintaining grounds and playing surfaces, providing customer service, housekeeping and or administrative assistance.

The following are indicative job roles within the sport and recreation industry for this qualification:
- recreation assistant
- administration assistant
- grounds assistant
- retail assistant

Students who complete VCE Units 1-4 in Sport and Recreation will gain a Certificate III in Sport and Recreation as well as a study score to go towards their ATAR.

Students who only complete Unit 3 and 4 of this course will gain a Study Score to go towards their ATAR and a Statement of Attainment for the Units covered as part of the Certificate III in Sport and Recreation.

Introduction

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 also get to plan, organise and facilitate varying sport and recreation sessions throughout your studies.

Skills
- 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
- recreation event planning and co-ordination
- client service
- communication
- emergency response/first aid
- industry and enterprise
- occupational health and safety
- fitness principles and personal training

Packaging Rules

To be awarded the SIS30513 Certificate III in Sport and Recreation, competency must be achieved in fifteen (15) units of competency.
- ten (10) core units of competency
- five (5) elective units of competency
A Beginner’s Guide to Ideas

ELTHAM

Advice

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.

Introduction

This subject will look at issues including ways of knowing and an introduction to Philosophy and philosophers such as Plato, Rousseau or Marx.

Skills

Through the course you 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

Course content will include:

- looking at the influences of Christian philosophers such as St Augustine and Thomas Aquinas.
- an introduction to the ideas of the Renaissance.
- looking at the Enlightenment thinkers and the emergence of democratic theories.
- examining the challenging ideas of Marx and Nietzsche.
- Three major writing tasks will be undertaken in the course: a study of a philosopher, a study of a philosophical concept and a research essay on a topic of the student’s choice.
- Students also maintain an ongoing journal of notes and a small written piece on each philosopher.

Australian Perspectives

ELTHAM

Advice

For International Students only - this subject will be part of the core curriculum for one semester for all Year 10 International Students. It is also expected that new international students entering Year 11 will complete this subject. The aim of the subject will be to introduce students to Australian culture and lifestyle, as well as providing opportunities for improving English language skills.

Introduction

Students who are enrolled in this subject will build their familiarity of Australian society and culture through both on-campus classes and extended out-of-school activities.

Skills

- language development
- developing an understanding of factors contributing to Australian society
- participation in theoretical and practical exercises

Content

- features of everyday life
- rights and responsibilities
- economy, history and geography of Australia
- icons and stereotypes
- views and values
Geography - Environments & People

ELTHAM

Advice
All Year 10 students will undertake this semester of Geography unless completing VCE Geography Units 1 or 2 in 2015.

Introduction
Geography is the study of people and their environments. You will examine the characteristics of different natural and human environments, the reasons for those and the changes that occur. You will look at how these changes are managed and the impact of these on people and the environment.

Skills
You 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
• link current events to class work and fieldwork examples
• articulate opinions using supporting evidence

Content
This subject gives you the opportunity to examine:
• environmental challenges that will affect your future life e.g. climate change, marine resources and oceans. You will explore what causes these challenges and how they can be managed in different locations
• global well being - how and why living conditions vary around the world and within nations. You will examine the work of government and non-government programs which attempt to improve human well-being within Australia and overseas

In this course there will be elements of fieldwork included.

History - Australia in the Modern World

ELTHAM

Advice
All Year 10 students will undertake this semester of History unless completing VCE History Units 1 or 2 in 2015.

Introduction
History is about understanding the past and carrying that understanding into other circumstances. Learning about the people, the ideas and movements and the events that have shaped societies and cultures is not only interesting - it also helps make sense of current issues.

Skills
You will develop the skills to:
• research from a variety of sources
• comprehend and analyse written, oral and visual material
• interpret this material through consideration of various viewpoints and communicate your understanding of it in various ways
• critically evaluate, interpret and analyse film studies
• articulate opinions using supporting evidence

Content
You will examine the impact on Australian society of significant global events and changes in the period 1918 to the present. Topics studied include:
• The Great Depression and its impact on Australia
• WWII, its impact on the Asia-Pacific region and Australia’s involvement.
• Struggles for human rights and freedom such as the civil rights movements, indigenous rights movements and the comparison of movements in the USA and Australia.
• The nature and impact of the Cold War and the increasing influence of Asia in the post Cold War world
• Major influences on Australian society and culture such as migration, the rise of environmentalist movements, changes to technology, education, healthcare and leisure and imported popular culture.
Geography
VCE UNITS 1 TO 4

Advice

Units 1 and 2
If you select this subject you should have a strong interest in the Humanities studies, looking at people and their interaction in the world - past, present and future. An interest in natural and human environments (ranging from wilderness areas to major cities), the reasons why they change, and how people manage this change, is desirable.

Units 3 and 4
You should have an interest in environmental issues such as climate change and current events, such as Australia’s refugee policy. You do not need to have completed Units 1 and 2 Geography however it is desirable.

Introduction
Geography is the study of people and their environments. 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 impact of changes in government policy on people in post-war Vietnam.

Skills
You will develop the ability to:
• represent, interpret and critically examine information in a variety of forms such as tables, graphs and maps including some GIS work
• 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 2.

Content

Unit 1: Natural Environments
This Unit examines the characteristics of natural environments and the natural processes and human activities which affect them. At least two different natural environments are investigated, within Australia and overseas. Topics may include coasts along Port Phillip Bay, tropical rainforests in Brazil and volcanic activity. Fieldwork is undertaken and forms an integral part of the course.

Unit 2: Human Environments
This Unit focuses on rural and urban environments in Australia and overseas endeavouring to work out why they have developed in that way and looking at the challenges they face. For example, farming communities compared with megacities. Fieldwork is undertaken in differing regions within Melbourne.

Unit 3: Regional Resources
This includes study of the type and distribution of resources – both natural, such as water, and those facilities constructed by people such as recreational resources. It examines the factors affecting their use, the impact of this use, and how these resources are managed at local and regional scales. Two examples are studied. The regional example is water use in the Murray Darling Basin, whilst the second example will be at a local scale and involve fieldwork.

Unit 4: Global Perspectives
This Unit focuses on global phenomena (world wide issues) and the ways in which people and organisations have responded to these issues. Emphasis is placed on evaluating policies and strategies including those that promote sustainability. Two examples are studied. The first will be human population studies and the second malaria.
History - 20th Century

VCE UNITS 1 AND 2

Advice
You should have an interest in changing political, economic and social patterns in the twentieth century, and in particular in Western Europe.

Introduction
History is about understanding the past and carrying that understanding into other circumstances. Learning about the people, the ideas and movements and the events that have shaped societies and cultures is both intrinsically interesting, and helps make sense of current issues.

Skills
Students develop the skills to:
• comprehend written, oral and visual material, both primary and secondary
• interpret this material and communicate their understanding
• critically evaluate, interpret and analyse film studies

Content
Unit 1: 1900-1945
This Unit considers the factors that led to World War 1, and how Western societies such as Great Britain, Germany and the USA responded to changes that emerged after it ended. These include the rise of Nazism in Germany, and its influence on Germans and European Jews. It also includes the ‘boom and bust’ period of the American jazz age and its associated social changes, such as the gangster era. It also considers the events and course of World War II.
Unit 2: 1945 - onwards
This Unit considers how the ideologies and beliefs of capitalism and communism were spread after World War II. In particular, the consolidation of ‘sides’ in the Cold War is studied. The Korean and Vietnam Wars and the associated peace and civil rights movements are considered, as is the growth of internationalism through organisations such as the United Nations.

History - Revolutions

VCE UNITS 3 AND 4

Advice
If you have a passion for History and strong Humanities and English skills, then this will be a course you will find stimulating and rewarding. 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.

Introduction
History - Revolutions is about understanding the people, the ideas and movements and the events that have shaped societies and cultures. Whilst intrinsically interesting, it also helps make sense of current issues, and political and social movements.

Skills
The study of History - Revolutions provides many opportunities for students to develop their skills of:
• critical thinking
• analysis and evaluation
• essay writing and concise responses
• knowledge and understanding of the past

The focus is on political and historical theories, as well as on the two revolutions, French and Russian, that have shaped our modern political and social systems and ideas.

Content
Unit 3: France
Unit 3 covers the changing social and political systems of France in the years surrounding the revolution, from 1781 with the attempted reforms of the old regime until the end of the Terror in 1794. During this period the existing political, economic and social systems of the old regime were swept away by those who dreamed of a better world, but were devoured by their revolution.

Unit 4: Russia
Unit 4 covers the Russian Revolution, which brought an end to the 300 year old Russian monarchy and introduced communism to the international arena. This Unit examines the theory and practice of communism, and the ways in which it shaped the state that was to become the U.S.S.R. The study period is from Bloody Sunday of 1905 to the death of Lenin in 1924.
Global Politics
VCE UNITS 3 AND 4

Advice
This subject introduces students to forms of global participation and the roles of global actors. It has a 21st century rather than an historical approach.

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 a History, Geography or Economics.

Introduction
Global Politics is about comprehending, analysing and evaluating modern global issues.

Skills
Global Politics develops understanding of the contemporary world. It assists your ability to comprehend and write fluently and analytically about current world issues and their consequences on a regional or global scale.

Content
Unit 3:
Global Actors
This examines contemporary issues and events. Students will evaluate the power and influence of key global actors in the twenty-first century.

Power in the Asia-Pacific Region
This looks at how a state in the Asia Pacific region uses hard or soft power to maximise its national interest.

Unit 4:
Global Challenges
Students evaluate two contemporary global challenges from a range of perspectives – human rights, people movement, development focusing on poverty and inequality, and arms control and disarmament.

Crisis and Responses
This introduces students to the characteristics of two contemporary global crises e.g. - environmental degradation, intra-and interstate conflict and state and non state terrorism and economic instability.
VCE Information Technology / IT Applications

VCE UNITS 1 TO 4

Advice

This subject focuses on the processing of data and the management of information and information systems to meet a range of individual and societal purposes. In this study you will explore the capacities, scope and limitations of hardware and software, and the way they are used to achieve specific outcomes. It encompasses information systems and how people interact with ICT to create information and to connect with others to exchange information. It will help to make you more capable and confident in using and adapting ICT; to initiate and respond effectively to technological change; and foster the ethical, legal and responsible use of ICT.

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.

Introduction

This study is designed to enable you to:
- apply skills, techniques and strategies to creatively and methodically solve information problems and information system problems
- understand the hardware and software components and structure of information systems
- critically evaluate how individuals and society are affected by, and can influence, the use of ICT
- understand the technologies, procedures and legislation that are designed to protect the security and integrity of data

Skills

Unit 1: IT in Action
On completion of this Unit you should be able to:
- select data from data sets, design solutions and use a range of spreadsheet functions to develop solutions that meet specific purposes.
- recommend a networked information system for a specific use and explain possible security threats to this networked information system.
- contribute collaboratively to the design and development of a website that presents an analysis of a contemporary ICT issue and substantiates the teams point of view.

Unit 2: IT Pathways
On completion of this Unit you should be able to:
- apply the problem-solving methodology and use appropriate software tools to create data visualisations that meet users’ needs.
- design, and develop using a programming or scripting language, limited solutions, record the learning progress electronically, and explain possible career pathways that require the use of programming or scripting skills.
- work collaboratively and apply the problem solving methodology to create an ICT solution, taking into account client feedback.

Unit 3 and 4: IT Applications
In Unit 3, students investigate the design and technical underpinnings of different types of websites that support the varying needs of online communities. Students use web authoring software to create prototype websites for particular online communities. You will examine techniques used by organisations to acquire data via websites and consider the relationship between how the data is acquired and the structure of a Relational Database Management System (RDBMS - MS Access). Students acquire and apply knowledge and skills in the use of an RDBMS.

Unit 4 focuses on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information. Spreadsheet software is used to create solutions to information problems. In addition, students use web authoring or multimedia authoring software to produce onscreen user documentation. Students explore how organisations manage the storage, communication and disposal of data and information in order to minimise threats to the integrity and security of data and information and to optimise efficient information handling.
Chinese
(incorporating Certificate II in Mandarin 81053ACT)

ELTHAM

Advice
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.

A range of tasks for VET Certificate II in Mandarin will be integrated with the ELTHAM course, so that you will gain this Certificate at the end of the year on successful completion of all units of competency (UOC).

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. Travelling, living and working in China, and accessing basic services are important. A small amount of writing is included where that would be relevant in a workplace context. A range of spontaneous role-plays, listening tasks etc. are used to assess these competencies. Some of these will be integrated with the general course for ELTHAM LOTE.

Introduction
Scientific, cultural and commercial links mean that Australians increasingly travel, work and study in China. A number of ex-ELTHAM students have already spent time working in China and this will only increase.

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.

Chinese is a fascinating language to learn, utterly different in structure to English.

Many students find its artistic writing system, with its characters, both challenging and beautiful.

Skills
This year 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
The subject focuses on providing students with language useful in everyday life. You will learn to shop in Chinese and, importantly, to bargain. You will also gain the language needed to explain if you feel unwell, and to understand simple medications. You will take in a range of language, so that you can talk to others about your favourite forms of sport and recreation. There will also be a range of expressions used in various commercial settings.

There is an additional cost associated with this subject.
French

ELTHAM

Advice

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.

Introduction

The study of French will enable you to develop a deeper 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.

A few more reasons to study French:

- French is spoken globally by an estimated 300 million people
- French is the second most studied language after English, and is an official language in 27 foreign countries
- around 28% of English vocabulary is of French origin (around 80,000 words)
- French is spoken in two of the G8 countries
- French is one of the official languages of the United Nations, as it is a founding member
- French is one of the two official languages at the Olympic Games. France is the world's number 1 tourist destination
- France has one of the richest cultures and artistic traditions, including painting, literature, architecture, music, philosophy, cinema and fashion
- French cuisine is renowned for being one of the finest in the world
- France is famous for its sporting events such as Roland Garros, the Tour de France, Le Mans car racing and its sportsmen particularly in rugby and football.
- Paris is one of the world’s leading business and cultural centres and hosts many international organizations such as UNESCO, the International Chamber of Commerce and the European Space Agency

Skills

You will continue to build upon previously acquired skills and will develop further competency in reading, speaking, listening and writing. The assessment tasks are regular listening, reading, speaking and writing tests as well as cultural projects.

Content

The themes are:

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

Students studying ELTHAM French have the opportunity to improve their French speaking skills by hosting a French exchange student for three weeks, usually at the start of Term 3.

Exchange Programme with Lycée Joffre, Montpellier

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 six weeks in France in the summer break between Year 11 and Year 12.
Chinese (Second Language)

VCE UNITS 1 TO 4

Advice
You must be a second language learner, non-Chinese background student as defined by VCAA to enrol in this subject.

For Units 1 and 2, you should have satisfactorily completed ELTHAM Chinese (Certificate II in Mandarin) or an equivalent.

Students who satisfactorily complete Units 1 and 2 can then move into Certificate III in Mandarin the following year.

Introduction
China is the largest and most populous nation in the Asia-Pacific region, and the commercial and diplomatic links with Australia have been developing over the last few decades. The ability of Australians to communicate in Chinese will serve to strengthen the relationships between the two nations. Chinese is also spoken in Taiwan, Singapore and other areas of Asia, as well as by a significant segment of the population in Australia. Scientific, cultural and commercial links mean that Australians increasingly travel, work and study in China. Chinese is a fascinating language to learn, utterly different in structure to English with a fascinating and beautiful writing system of characters.

Skills
Learning a language involves speaking, reading and writing the language, and being able to understand what you hear and read in the language. These skills are reflected in the outcomes for each semester. There will be:

- writing tasks, such as a letter to a penfriend in Beijing, or an imaginative or personal piece of about 250 characters
- speaking tasks, such as a conversation about Chinese foods you have tried, or discussing an issue
- comprehension tasks, with passages to read and dialogues to listen to, as well as short pieces of translation

Content

Units 1 and 2
Topics covered include:
- family discussions and disagreements
- geography of China
- city and country life
- food and restaurants
- fast food in China and Australia
- humorous and traditional Chinese stories
- the stories behind Chengyu (Chinese sayings and proverbs)
- famous chinese people
- houses and lifestyles

Units 3 and 4
Topics covered include:
- personality and personal identity
- the One-Child Policy
- the World of Work
- education and aspirations
- chinese history and culture
- modern China and the environment
- technology in daily life
- detailed Study on Travel to Beijing

Chinese (Second Language) Units 3 and 4 will be available in 2017.
Chinese
(incorporating Certificate III in Mandarin 81054ACT)

Advice
This Certificate provides a block credit which will contribute to a student’s ATAR. The prerequisite for this is Certificate II in Mandarin. Students will complete preparatory work for the Certificate III course in conjunction with VCE Units 1 and 2.
The course consists of six learning outcomes:
• provide information and advice
• participate in a casual conversation with customers or colleagues
• negotiate a problematic exchange
• demonstrate understanding of spoken information, explanations and instructions
• complete standard forms and routine workplace documents
• demonstrate understanding of a limited range of workplace texts

Skills
The course covers routine speaking and listening 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
• giving a set of instructions to a colleague regarding a meeting
• describing the appearance and personality of people e.g. in relation to a job
• taking a phone message
• speaking as if seeking and receiving medical advice

Content
Topics include:
• travel in China and Australia
• Spring festival
• history and culture of Beijing
• personal identity and character
• the world of work
• personality and types of jobs

Chinese (First Language)
(VCE UNITS 1 TO 4)

Advice
This subject is for international students. 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.
To undertake Units 3 and 4 in this subject it is recommended, though not essential, that you have successfully completed Units 1 and 2. There is an additional cost associated with this elective.

Introduction
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.

Skills
• 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
Topics will include:
• personal world
• caring for the environment
• food
• education
• Chinese literature
• modern and traditional Chinese arts
• the impact of travel/tourism
• leisure activities
• the impact of modern technology
• stories from the past
• proverbs and idioms
• employment and future of work
• changing lifestyle
French

VCE UNITS 1 TO 4

Advice
A prerequisite for VCE Unit 1 French is successful completion of ELTHAM French or equivalent. You must also continue to be dedicated to, and passionate about, the French language and culture.

Introduction
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.

Skills
You will continue to build upon previously acquired skills and will develop further competency in:
- reading
- speaking
- listening
- writing
- cultural projects

Content
The topics will include:
- personal world, family and relationships
- rights and responsibilities
- hobbies and leisure
- health and lifestyles
- education and careers
- media
- world problems: environment, war and conflict, human rights and globalisation
- issues of the French-speaking world: the French colonial empire, immigration, racism and violence
Mathematics

ELTHAM

Advice
Mathematics is a compulsory subject for all Year 10 students in both semesters. Students can choose between ELTHAM Mathematics or can apply to be considered for Unit 1 and 2 Mathematical Methods.

At the completion of Semester 1 students who have undertaken ELTHAM Mathematics will be given the opportunity, after consultation with your teacher/LifeWork counsellor, to choose either a Mathematical Methods or Further Mathematics preparatory stream. In both streams you will further develop areas that are required for the study of those subjects at a Unit 1/2 level.

Introduction
The emphasis in the ELTHAM Mathematics program is to reinforce algebraic, numeracy and problem solving skills whilst providing you with the skills needed to succeed at VCE Mathematics the following year (Further Mathematics, Mathematical Methods or Specialist Mathematics)

Skills
Mathematics provides you 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
To successfully complete Maths, you 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.

Further Mathematics

VCE UNITS 1 TO 4

Advice
Further Mathematics requires a satisfactory result in ELTHAM Maths. Students can enrol in Further Mathematics Units 1/2 and Specialist Mathematics Units 1/2 but can only enrol with VCAA for one of these Unit 1/2 sequences.

Before selecting a VCE Maths subject, please check the Mathematics pre-requisites for tertiary courses with a LifeWork Counsellor.

Introduction
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. calculating bank interest rates, or using statistics to make population growth predictions.

Skills
Further Mathematics provides you 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
Units 1 and 2
- statistics
- functions and graphs
- algebra
- geometry
- trigonometry
- business mathematics

Units 3 and 4
- data analysis
- number patterns and applications
- geometry and trigonometry
- business related mathematics

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

VCE UNITS 1 TO 4

Advice
Accelerated progression from Year 9 Mathematics to Mathematical Methods Units 1 and 2 in Year 10 is subject to strict entry procedures – please see your Year 9 Mathematics teacher for details.
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.

Introduction
Units 1 and 2
Mathematical Methods Units 1 and 2 are designed to prepare you for Mathematical Methods Units 3 and 4. You should be confident with algebra and have a keen interest in solving problems. Ideally you should have achieved a minimum of a C standard in ELTHAM Mathematics.

Units 3 and 4
Mathematical Methods Units 3 and 4 builds on the knowledge gained in Methods Unit 1 and 2. Mathematical Methods Unit 3 and 4 is useful for students who wish to pursue tertiary studies involving science, engineering, finance or similar pathways. Ideally you should have achieved a minimum of a C standard for both Units 1 and 2.

Skills
Mathematical Methods provides you with the opportunity to develop the following skills:
• apply mathematics to solve non-routine problems and analyse the results.
• use technology to solve problems

Content
Units 1 and 2
• linear and quadratic functions
• probability
• polynomials
• functions and relations
• rates of change and calculus
• exponentials and logarithms
• trigonometry
• matrices

Units 3 and 4
• polynomials and graphs
• circular functions
• further exponentials and logarithms
• applications of calculus
• further probability
• matrices

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

VCE UNITS 1 TO 4

Advice
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.

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.

The study of Specialist Mathematics 1 and 2 assumes either current study of, or previous completion of, Mathematical Methods Unit 1 and 2 respectively. This advice comes from the VCAA Study Design.

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

Skills
Specialist Mathematics provides you 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
Units 1 and 2
- sequences and series
- variation
- advanced algebra
- advanced trigonometry
- vectors
- polar co-ordinates
- kinematics

Units 3 and 4
- functions and graphs
- circular functions
- complex numbers
- advanced calculus
- vector calculus
- kinematics and mechanics

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

ELTHAM

Advice

All Year 10 students will undertake this two semester course in Science even if completing Units 1 and 2 in either Biology or Psychology.

Introduction

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.

Skills

• students learn laboratory skills in each of the subject areas of biology, chemistry and physics
• students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review
• students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation
• they 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

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 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
Biology

VCE UNITS 1 TO 4

Advice
The study of Unit 1 Biology is recommended if a student is intending studying Biology at Unit 3 and 4 levels.

Introduction
Biology is the study of living things. Most people desire an understanding of how their bodies work, as well as how other living things function. We look at how living things (animals and plants) take in substances, use them, and then remove wastes. We look at how living things influence each other (e.g. that by growing tall, a plant shades smaller plants growing beneath it, and thus influences the ability of the smaller plant to survive). We study how living things reproduce, and how they may be able to survive challenge by disease-causing agents. Genetics (the study of DNA, a material in all our cells which influences the way we are) is almost always in the news and is a major topic in Unit 4.

Skills
- summarising, learning and understanding 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
- caring for living specimens, and so developing personal responsibility and group work skills

Content
Unit 1
This unit investigates the requirements for life that exists from the single cell to plants and animals and anything in between. Students study the similarities and differences between the species cells and the reproductive strategies used to exist.

Unit 2
You will identify interactions which exist between the living and non-living components within ecosystems. You consider factors affecting survival, along with the effects of short and long-term change. Human influences on ecosystems, both positive and negative, are also considered. Energy flow and the cycling of matter are other parameters which are studied.

Unit 3
How animals and plants are able to survive at a cellular level, as well as co-ordinate processes between organs is one major focus. For example, what processes cells need to perform in order to survive will be studied, as will how different parts of the body can work together to achieve a relatively stable internal environment (e.g. keeping your blood sugar level within a desired range). How humans avoid and/or fight disease is another area of study.

Unit 4
This unit focuses on life at a cellular level. Students look at biochemistry of cells, metabolic reactions and cellular processes required for a cell to survive and reproduce. The role and function of hormones and neural transmission to maintain a stable internal environment will also be investigated as will the nature of the human immune response at a cellular level.
Chemistry

VCE UNITS 1 TO 4

Advice
To undertake Units 3 and 4 in this subject it is essential that you have successfully completed Units 1 and 2. Students achieving less than 60% in the Unit 2 exam will be required to undertake further work before the beginning of their Unit 3 studies, in order to bring them up to a satisfactory starting standard.

Introduction
A study of chemistry can provide answers to many questions about the physical world. Why are metals strong? Why do acids burn? Chemistry is also a key element in many other fields of study, from microbiology to mechanical engineering.

Unit 1 Chemistry begins with an overview of some of the materials that we commonly use in everyday life. This leads to a study of what holds atoms together in materials (bonding).

Unit 2 looks at how we interact with our environment and includes studies of water and gases of the atmosphere. The greenhouse effect, acid rain, depletion of ozone and water pollution are all investigated.

Unit 3 looks at ways in which chemists can analyse consumer products to see whether they contain the things that manufacturers say they do. It also looks at some food chemistry and DNA.

Unit 4 looks at the chemistry of batteries and some important industrial processes.

Skills
These skills include the ability to:

- investigate and inquire scientifically
- work independently and collaboratively
- conduct investigations that include collecting, processing, recording and analysing qualitative and quantitative data
- construct questions (and hypotheses) and plan and design for their investigation
- apply ethics of scientific research when conducting and reporting on investigations
- apply chemical understandings
- use first and second hand data and evidence to demonstrate how chemical concepts and theories have developed and been modified over time
- analyse issues and implications relating to scientific and technological developments
- analyse and evaluate the reliability of information and opinions presented in the public domain
- communicate chemical information and understandings
- interpret, explain and communicate information and ideas accurately and effectively
- use scientific language and conventions correctly

Content
Unit 1
This largely involves an introduction to the different types of chemical bonding, including bonding in polymers. There is a section on the Periodic Table and quantitative chemistry is introduced.

Unit 2
The reactions of acids are studied, as well as how we interact with the water in our environment and with gases in the atmosphere. One of the focuses of this Unit is chemical reactions that take place in our everyday environment. This includes a study of global warming, acid rain, ozone depletion and photochemical smog from a chemist’s viewpoint.

Unit 3
Analytical techniques are investigated, including gravimetric and volumetric analysis, spectroscopy and chromatography. Some systematic organic chemistry is used in a study of some food chemistry and medical science.

Unit 4
A study of electrical energy looks at batteries, and the use of electricity to make chemicals such as chlorine and aluminium. Principles of rate and equilibrium are applied to the study of an important chemical manufactured in industry.
Physics

VCE UNITS 1 TO 4

Advice
To undertake Units 3 and 4 in this subject it is essential that you have successfully completed Units 1 and 2. A strong science/technology background may be considered, in exceptional circumstances, if a student is willing to undertake preparation work.

Introduction
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.

Skills
Students develop the ability to apply problem-solving strategies to a range of real-life situations, and learn to communicate their understanding of our world using verbal, written, numerical and graphical techniques.
Students work through descriptive and numerical problems looking at applications of physics ideas to real situations. They conduct and design experimental investigations and apply scientific knowledge to the technology that we use every day.

Content
Unit 1
Consists of two prescribed areas of study: nuclear physics and radioactivity, and electricity. The third area of study is chosen from one of four detailed studies: astronomy, astrophysics, energy from the nucleus, flight or medical physics.

Unit 2
Consists of two prescribed areas of study: motion and wavelike properties of light; with the third area of study a second detailed study: sustainable energy.

Unit 3
Consists of two prescribed areas of study: motion in one and two dimensions and electronics and photonics.

Unit 4
Consists of two prescribed areas of study: electric power and interactions of light and matter; with the third area of study to be chosen from one of six detailed studies: Einstiens special relativity, materials and their use of structures, further electronics, syncrotron and it's applications, photonics or sound.
Psychology

VCE UNITS 1 TO 4

Advice
To undertake Units 3 and 4 in this subject it is recommended, though not essential, that you have successfully completed Units 1 and 2. However, if only one of these Units is attempted, students should preferably undertake Unit 2 of this course of study.

Introduction
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.

Skills
In Psychology, you will learn how to use scientific methods to study human behaviour. It will develop your ability to research and critically evaluate your own ideas and the research of others trying to explain why and how people behave in a variety of different settings. It will also develop your understanding of the factors that influence your thoughts, feelings and actions in these situations.

Content
Unit 1
• introduction to psychology: how the field of psychology provides scientific explanation of behaviour with particular principles, procedures and approaches to data
• psychological perspectives: how the different approaches to psychology (biological, cognitive, behavioural and sociocultural) govern the research into psychology and how they apply to the area of visual perception
• development of an individual over a lifespan: a review of classic and contemporary theories that contribute to an explanation of development of perception, cognition, emotion, morals and psychosocial behaviour. The process of ageing and mental health is also reviewed
• research: the scientific methodology and ethics involved in psychological research

Unit 2
• social relationships: identification of pro-social and antisocial behaviour and the factors that influence them
• social attitudes: an investigation of attitude formation and the factors that influence prejudice
• intelligence: a review of classic and contemporary theories that contribute to an explanation of development of intelligence
• personality a review of classic and contemporary theories that contribute to an explanation of development of personality
• research: the scientific methodology and ethics involved in psychological research

Unit 3
• 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 multistorey model and processing models of memory including forgetting and improving memory
• research: the scientific methodology and ethics involved in psychological research

Unit 4
• 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
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 - eg. a maximum of 2 Maths, 2 LOTEs, 3 Media-based subjects. These can change from year to year so please check the current VICTER booklet and ask your LifeWork Advisor.

FREQUENTLY ASKED QUESTIONS

What is a Block Credit?

If you undertake and pass a VET subject that is not part of the VCE VET subjects (as listed by the VCAA), you won’t obtain a study score for that subject. Instead it may replace a 5th or 6th subject in the calculation of your ATAR by providing an increment towards your aggregate, calculated as 10% of the average of your PRIMARY FOUR scores.

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: http://www.vtac.edu.au/results-offers/y12-atar/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 count towards the ATAR as a 10% increment, similar to a 5th or 6th subject.

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.
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.

Pre-requisite
A subject that must be successfully completed before entry into another school subject or tertiary course. The most common pre-requisite for a tertiary course is English, EAL or Literature, although, for example, many science, health, IT and business courses may also have Maths and/or Science pre-requisites. Information about tertiary pre-requisites is available in the VTAC Guide and VICTER publications.

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. Most VCE subjects entail four Units of study and it is generally regarded that Units 1 and 2 provide the useful and necessary background knowledge in preparation for Units 3 and 4. To gain a Study Score, both Units 3 and 4 must be 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, Interactive Digital Media (IDM), 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-in-the-VCE 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 pre-requisites for tertiary courses up to three years in advance. This makes subject planning easier, as students in Year 10 will know what pre-requisite subjects they will 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.

Block Credit Subject
Approved VET subject from outside the VCAA’s suite of VCE subjects that gives students a bonus score of 10% (calculated using the average of the student’s Primary Four study scores) which is added to their Aggregate, similar to a 5th or 6th VCE subject.

GAT – General Achievement Test
A compulsory test for all students studying 3/4 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. The subject can be used as a 5th or 6th subject in the calculation of the ATAR. Many subjects are available and examples range widely, from Politics to Physics, Mathematics to Linguistics.

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.
GLOSSARY OF TERMS

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 1/2 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 3/4 of the same subject. Unit 3/4 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 3/4 exams), provided they satisfactorily complete all required work and internal assessment they still gain their VCE.