Heathdale Christian College
Subject Descriptions

VCE, VET & VCAL offerings for 2016
CONTENTS

Introduction ......................................................................................... 4
The VCE Baccalaureate ......................................................................... 4

THE ARTS ................................................................................................. 5
Drama ...................................................................................................... 5
Music ..................................................................................................... 6
Studio Arts ............................................................................................. 7
Visual Communication and Design ......................................................... 8

COMMERCe ......................................................................................... 9
Accounting .............................................................................................. 9
Business Management ........................................................................... 11
Economics ............................................................................................. 11
Legal Studies ........................................................................................ 13

ENGLISH .......................................................................................... 13
English .................................................................................................... 13
Literature ............................................................................................... 15
VCAL Literacy Skills ........................................................................... 16

HEALTH & PHYSICAL EDUCATION .................................................. 17
Health and Human Development ......................................................... 17
Physical Education .............................................................................. 17

VCE LANGUAGES ............................................................................. 18
Chinese Second Language .................................................................. 18
French ................................................................................................ 19
Latin ..................................................................................................... 19

HUMANITIES .................................................................................... 20
Geography ............................................................................................ 20
History .................................................................................................. 21
Philosophy ........................................................................................... 22
Texts and Traditions ............................................................................. 23
# Heathdale Christian College

## VCE, VET & VCAL offerings for 2016

### MATHEMATICS
- Foundation Mathematics (VCE and VCAL) .............................................................. 25
- VCAL Numeracy Skills ............................................................................................... 25
- General Mathematics (Further) .................................................................................. 26
- Mathematical Methods (CAS) .................................................................................... 26
- General Maths (Specialist) ......................................................................................... 27

### SCIENCE
- Biology ......................................................................................................................... 28
- Chemistry ...................................................................................................................... 29
- Physics .......................................................................................................................... 30
- Psychology .................................................................................................................... 31

### TECHNOLOGY
- Product Design and Technology: Textiles ................................................................. 32
- Food and Technology .................................................................................................. 33
- Computing .................................................................................................................... 35
- Systems Engineering ..................................................................................................... 35

### VET General Information
- VET Hospitality ........................................................................................................... 37
- VET Interactive Digital Media ..................................................................................... 38
- VET Music ..................................................................................................................... 38
- VET Sport and Recreation ........................................................................................... 39
- VET Engineering .......................................................................................................... 39
- VET Furniture Making .................................................................................................. 40
- VET Chinese .................................................................................................................. 40

### VCAL UNITS OF STUDY
- Intermediate Certificate .............................................................................................. 41
- Senior Certificate .......................................................................................................... 41
- School Based Apprenticeships/Traineeships ............................................................... 41
- VCAL Personal Development & Work Education Units .............................................. 41
Introduction

At Heathdale Christian College we seek to provide a wide range of options to enable all of our students to complete a course of studies that allows them to explore their strengths and interests. The VCE subjects outlined in this booklet give detail into the various academic pathways that students can pursue and the VET and VCAL subjects offer a pathway directed more towards vocational interests. We encourage you as a family to read through the options outlined below and discuss the ones that best fit.

As you and your son or daughter discuss their subject options for their VCE/VCAL program, we would suggest that you bear in mind the following points:

- Students tend to gain the most from an educational program that is focused on their interests - they are already committed to and engaged with that pathway.
- Employers and Universities look at skill sets at least as much as vocational subjects- therefore, rather than asking "What sort of job will subject X get you?" it can be helpful to ask "What skills will I gain from this subject?"
- If your child has an idea of the tertiary study they wish to pursue after Year 12, they need to make sure that they consider any pre-requisites that are required.
- If your child is unsure about what they wish to do after Year 12 (and most students are), choosing subjects that cover a range of interests and pathways is a good idea.

Finally, a word on Scaling- the process by which some subjects have their study scores modified up or down at the end of the year. This reflects the difficulty of the subject- if a subject is ‘scaled up’ then it is because it is harder to achieve a good result in, when compared to other subjects. To quote the Victorian Tertiary Admissions Centre guidebook,

“Scaling ensures that all studies are treated equally in the ATAR calculation, so that students are not advantaged or disadvantaged by the studies they undertake.”

Choosing a subject because of how it is scaled is not a guarantee- or even a help- to success. Instead, your child is far better advised to choose subjects that reflect their academic strengths and interests.

The VCE Baccalaureate

The VCE Baccalaureate is an award given to VCE students in recognition of those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study. To be eligible to receive the VCE (Baccalaureate) the student must satisfactorily complete the VCE and receive a study score for each prescribed study component. It is not a separate course of study and students do not need to be specially enrolled in anyway. Confirmation of the award is given after the students have received their final moderated study scores. To be eligible, they need to have taken one of the two higher Maths, a Language and achieved a score of 30 or above in English. They don't need to have achieved a certain score, or ranking, except for the fact that they must get at least 30 in English.
To be eligible for the Baccalaureate award, a student’s VCE program of study must include:

- a Units 3 and 4 sequence in English or Literature or English Language with a study score of 30 or above; or a Units 3 and 4 sequence in EAL with a study score of 33 or above
- a Units 3 and 4 sequence in either Mathematics Methods (CAS) or Specialist Mathematics
- a Units 3 and 4 sequence in a VCE Language
- at least two other Units 3 and 4 sequences.

THE ARTS

Drama

Unit 1: Storytelling
Unit 1 focuses on creating, presenting and analysing a devised performance that includes real or imagined characters and is based on stimulus material that reflects, personal, cultural and/or community experience and stories. This unit also involves analysis of student’s own performance work and of a performance by professional drama practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism. Students examine storytelling through the creation of solo and/or ensemble performance/s. They manipulate expressive skills in the creation and presentation of character, and develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance styles and document the process they use.
In this unit students are required to attend a professional theatre performance. The assessment tasks for this unit are: Folio, Ensemble Performance, Ensemble Performance Analysis and Theatre Analysis.

Unit 2: Non-naturalistic Australian Drama
Unit 2 focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or icon from a contemporary or historical Australian context. Students analyse their own performance work as well as undertake the analysis of a performance of an Australian work by other actors. Students use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism.
The assessment tasks for this unit are Folio, Ensemble Performance, Ensemble Performance Analysis and Australian Drama Theatre Analysis.

Unit 3: Devised Non-naturalistic Ensemble Performance
Unit 3 focuses on non-naturalistic devised ensemble drama. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural traditions and work collaboratively to devise, develop and present an ensemble performance. Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to shape and enhance the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance. Students also analyse a professional performance that incorporates non-naturalistic performance styles and production elements selected from the prescribed VCE Drama playlist.
The assessment tasks for this unit are Folio, Ensemble Performance, Ensemble Performance Analysis and Non-Naturalistic Theatre Analysis.
Unit 4: Non-naturalistic Solo Performance
This unit focuses on the development and presentation of non-naturalistic devised solo performance. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skill in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and expressive skills to develop and present a short solo performance. These skills are further developed as students create a devised solo performance in response to a prescribed structure. Students also document and evaluate the stages involved in the creation, development and presentation of a solo performance.

The assessment tasks for this unit are: Folio, Mini Solo, Major Solo Performance, Solo Performance Analysis; and Examination.

Music

There are no prerequisites for entry to Units 1, 2 and 3 for Music Performance or Music Style and Composition, or for entry to Unit 3 of Music Investigation. Students must undertake Unit 3 prior to undertaking Unit 4 in these studies. Students are strongly recommended to undertake Units 3 and 4 Music Performance before or in the same year that they undertake Units 3 and 4 Music Investigation. Music Performance Units 1 to 4 and Music Style and Composition Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Unit 1: Music Performance
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 2: Music Performance
In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.

Unit 3: Music Performance
This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances.

They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis. The focus for analysis in Area of Study 3 is works and performances by Australian musicians.
Unit 4: Music Performance
In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

The assessment tasks for Units 3 and Unit 4 are school assessed coursework and end of year performance examination, plus external end of year aural and written examinations.

Studio Arts

"Just as our eyes need light in order to see, our minds need ideas in order to create."
- Nicole Malebranche

Studio Arts will not only encourage you to recognise and develop your individual potential as an art maker, but also guide your understanding and appreciation of a range of different artists and art forms. By studying Studio Arts, you will gain the skills and knowledge to assist you to interpret your own body of work as well as works of others.

The theoretical component of Studio Arts offers students a model of inquiry that can support their individual art making practices. Students are encouraged to focus their research on the visual analysis of artworks and investigate how artists, past and present, have represented sources of inspiration and influences in their art making. Students also explore how a wide range of artists have used materials, techniques and processes to convey personal meaning. Through the study of artists from different cultures, students learn to identify the diversity of aesthetic qualities and examine a range of interpretations of ideas and themes.

In the practical component, students identify elements of inspiration and explore a wide variety of materials and techniques for the development of an individual design process and the creation of their own artworks. Throughout this process, students use this knowledge to inform their own processes and support their art making. Student material development and exploration through painting media, sculpture, textiles media, print media, photography, drawing media, mixed media etc and is only limited by their imagination.

Unit 1: Artistic inspiration and techniques
In this area of study students will delve into the lives of past and present artists to explore and develop their own personal ideas through analysis and art making. The experimentation of materials and techniques as well as developing skills in analysing and interpreting meanings, messages and ideas artists are expressing through their use or materials and techniques will assist in inspiring and directing students in their art making journey.

Unit 2: Design exploration and concepts
In this area of study students are required to develop ideas around a common theme that evolved from unit 1 through detailed and annotated research that clearly demonstrates where starting points are and how ideas are developed as well as clear evaluation of processes throughout the semester. We continue to explore artists
Both units explore the role of the artist and their use of art elements such as line, tone, shape, colour, texture as well as materials, techniques and styles to communicate ideas about how the artist view the world in different times in history and cultures. Students will develop an appropriate use of art language and terminology in art that will be used when writing about their own art making as they analyse artworks with reference to other artists and inspiration.

**Unit 3: Studio production and professional art practices**
In this area of study students develop an exploration proposal that clearly communicates their direction of their design process built on from the previous unit/s and how this will be undertaken. A detailed structure of the design process developed through individual research, reflection, analysis and evaluation of a thorough and broad range of materials and techniques used to explore how the student might intend to communicate their developing theme.

**Unit 4: Studio production and art industry contexts**
In this area of study students will present a cohesive folio of finished works based on the potential directions they have developed during the design process. A completion of a folio demonstrates the application of a range of materials and techniques that communicate their ideas.

To satisfactorily complete this unit, students must submit a minimum of two finished works and provide written and visual material that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions, and effectively demonstrate a cohesive relationship between the works.

Both units continue to explore the role of the artist and art making. Specifically the resolution of aesthetic qualities in artworks, the communication of ideas and the processes and considerations involved in the preparation, completion, presentation and promotion of artworks. This is conducted through thorough research of artists and inspiration, material exploration and development, critical reflection, analysis and evaluation of the artists researched as well as their own art works.

Students will develop the ability to clearly interpret and analyse artist's artworks and art making techniques and inspiration to clearly communicate meanings and messages in written, visual and oral forms.
Skills developed will include being able to articulate their understanding of materials and techniques in artists art making processes that also informs their own art making.

The ability to recognise potential directions in their art making and support this through the resolution of ideas and be able to communicate this through written annotation, in short written responses, extended written responses and exploration proposal, as well as visually to support the production of a resolved body of work including a comprehensive folio containing a minimum of two finals and all supporting material.

**Visual Communication and Design**

**Unit 1: Introduction to visual communication design**
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible.

Through experimentation and exploration of the relationship between design elements and principles, students develop an understanding of how these can affect the visual message and the way information and ideas are read and perceived. Students review the contextual
background of visual communication through an investigation of design styles and are introduced to three stages of the design process.

**Unit 2: Applications of visual communication design**
This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. They investigate how typography and imagery are used in visual communication design.

In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

**Unit 3: Design thinking and practice**
In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and principles can create effective visual communications.

Students use their research and analysis of visual communication designers and design from a variety of historical and contemporary design fields to support the development of their own work. They establish a brief and apply design thinking skills through the design process.

**Unit 4: Design development and presentation**
The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They investigate how the application of design elements and principles creates different communication messages with their target audience.

Students refine and present two visual communications within the parameters of the brief. They devise a pitch to communicate their design thinking and decision making to the client.

**COMMERCE**

**Accounting**

*What is Accounting?*
Accounting is no longer limited to ‘bookkeeping’; it is instead the collection of raw data in the form of Source Documents, recording transactions in Journals, posting to the ledger and reporting the outcomes, and it further deals with Financial Analysis and advice to Business Owners and Managers.

Throughout the Global Financial Crisis and the increase in unemployment, Accounting was the one field of employment where jobs were readily available.
It is not a pre-requisite for Business Degrees at Universities but it is highly recommendable because history has proven that a large number of students who has no Accounting background struggle with it at University level.

So, why Study Accounting?
It gives students an awareness of what business is all about and how financial decisions impact on profitability. If you are interested in business and more specifically Financial Management, then Accounting is probably the Commerce subject that gives you the best background for the future.

Accounting is a discipline that teaches you some core employability skills that employers look for when appointing staff in the business world. Including:

- **Communication** - writing to the needs of the audience and sharing information;
- **Planning and organising** - collecting, analysing and organising information;
- **Problem solving** - testing assumptions taking the context of data and circumstances into account;
- **Technology** - having a range of basic IT skills; using IT to organise data and being willing to learn new IT skills;
- **Initiative and enterprise** - adapting to new situations;

What will I be studying?

**Unit 1: Focus is on Small Business Sole Traders in a Service Business.**
This unit focuses on the establishment of a small business and the accounting and financial management of the business. The cash basis of recording and reporting is used as well as the use of single entry recording of financial data and analysis of accounting information. The accounting procedures developed in each area of study incorporates the application of accounting principles and the qualitative characteristics of accounting information.

**Unit 2: Focus is on Small Business Sole Traders in a Trading Business.**
This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. They also analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

**Unit 3: Recording and Reporting for a Sole Trader, Single Activity Trading Business.**
There is open entry to Unit 3 Accounting. (No prerequisites.) This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is also used.

**Unit 4: Control and Analysis of Business Performance**
This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.
Business Management

VCE Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations.

The study recognises that there is a range of management theories. In each unit students examine some of these theories and, through exposure to real business scenarios and direct contact with business, compare them with management in practice.

Unit 1: Small business management
Unit 2: Communication and management
Unit 3: Corporate management
Unit 4: Managing people and change

Business Management helps prepares the student for life: whether behind the scenes in managing small or large business or as an informed consumer aware of the mechanisations of the production of goods and services.

Assessment tasks may include case studies, structured questions, media analysis, tests, essays, reports in written or multimedia format (50%) and an end-of-year examination (50%).

Economics

What is Economics?

Economics is about the world around us; it’s current; it’s about the modern world; it’s about how we behave, how businesses behave and how the government behaves. Economics is about how we make decisions to satisfy unlimited needs and wants with limited resources and the opportunity cost that results from these decisions. Economics teaches how to make well-informed decisions. A large part of the subject is decision making.

Why would I study Economics?

“Our experience at the Productivity Commission is that an economics degree is a strong launching pad for an interesting and fulfilling career. Young graduates develop skills that hold them in good stead wherever they choose to work – in the public or private sectors, in Australia or overseas. Well-trained young economists have the world at their feet!” - Gary Banks, Chairman of the Productivity Commission.

In order to understand society, the interaction of people, how and why they make decisions and how they value their resources (time, wealth etc.) there must be a coherent framework for discussion. The study of economics gives you the skills to make decisions using a universal framework that can be applied to many situations.

You will learn to think logically and analytically, to be able to discuss views clearly in a variety of forums and to be able to write concisely. Economics is intellectually stimulating and rewarding as it provides an understanding of the “big picture”.

Heathdale Christian College VCE, VET & VCAL offerings for 2016
What will I be studying?

Unit 1: Economics: Choices and Consequences
The Australian economy is primarily a market based system. This area of study introduces the basic economic concepts and the workings of markets: places where buyers and sellers exchange goods and services. Decisions made by households, businesses, governments and other relevant groups have an impact on the way resources are allocated in different markets.

All economies face issues that have an impact on the living standards and on the stability of the economy. Through a consideration of economic growth and sustainable development, students will develop an understanding of the way the decisions made by economic decision-makers, including households, businesses, government and other relevant groups, may affect living standards.

Unit 2: Economic change: Issues and Challenges
The changing nature of Australia's population will have an impact upon future rates of economic growth and living standards. With a large group of citizens approaching retirement age, the government faces challenges associated with balancing its budget and funding the healthcare needs of its population.

Through a detailed examination of the factors that affect demographic makeup and change, students gain an appreciation of the potential challenges facing businesses wishing to expand, government budgeting and future living standards.

Unit 3: Economic Activity
There is Open Entry to Unit 3 Economics. The Australian economy is a contemporary market capitalist economy. In such an economy, the principal means of allocating scarce resources is the price mechanism. Students examine the factors that affect the price and quantity traded in individual markets. Students investigate the importance of competition and analyse the degree of market power in different industries and how this affects the efficiency of resource allocation. Students also come to appreciate that markets will not always lead to the most efficient allocation of resources.

Through an examination of market failure, students are able to explain situations where the market does not operate freely and discuss the role of government in the allocation of resources. Students examine five key economic goals of the Federal Government.

Unit 4: Economic Management
The federal government attempts to influence the achievement of its economic goals using a range of policies. The government can influence the level of aggregate demand in the economy by relying upon its demand management policies. In recent years, the primary aggregate demand management tool has been monetary policy whereby the Reserve Bank of Australia alters the cost and availability of credit in the economy.

Students learn how changes in interest rates will affect inflation, the rate of unemployment and the rate of economic growth. Students also develop an understanding of how the federal government alters the composition and magnitudes of its receipts and expenditure to influence directly and indirectly the components of aggregate demand.

The government also aims to improve living standards through effective management of the supply side of the economy. The productive capacity of the economy needs to be expanded to meet growing demand.
**Legal Studies**

**Unit 1: Criminal Law and Justice**
This unit explores the distinction between legal and non-legal rules, the Victorian court hierarchy and the process of making laws through Parliament. It focuses on the role of the police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions that are available to the criminal courts. Key skills, such as applying legal theory to relevant criminal cases and discussing, interpreting and analysing legal information data, are assessed through short-answer and extended-response tests.

Various research tasks develop the ability of students to gather relevant print and electronic data in relation to selected Australian legal issues. There is a mid-year examination.

**Unit 2: Civil Law and the Law in Focus**
This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims within our legal system available to enforce the civil rights of our citizens. As well as judicial procedure, the unit also investigates alternative avenues of dispute resolution and their effectiveness. The assessment for this unit provides students the opportunity to research and present on specific areas of law and to analyse contemporary legal issues. There is an end-of-year examination.

**Unit 3: Law-making**
The purpose of this unit is to enable students to develop an understanding of the institutions that determine laws and the processes by which they are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of law-making bodies and the processes used to influence change and reform. School-assessed coursework includes written tests.

**Unit 4: Dispute Resolution**
This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution, with a view to comparing and evaluating the operation of various dispute resolution methods. Students develop an understanding of criminal and civil pre-trial and trial processes and procedures which operate within the Victorian legal system. The current operation of the jury system is examined and students conduct an evaluation of the adversary system of trial. Students also make recommendations for reform and improvement of the Victorian legal system. School-assessed coursework includes tests. The end of year examination covers both Units 3 and 4.

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**ENGLISH**

**English**

**Unit 1**
This Unit consists of three parts: Area of Study 1, Reading and Responding; which includes an analysis of the ways in which structures and features are used by the authors of narrative texts to construct meaning. Students will also develop the ability to prepare and construct a response to a text, using appropriate metalanguage to facilitate their discussion; Area of Study 2, Creating and Presenting in which students’ writing is informed by their reading of a range of texts relevant to a set context; They draw on the knowledge gained from this study to create their own written and/or multimodal texts. Area of Study 3, Using Language to Persuade which concerns the use of language in the presentation of a point of view. Students identify and
discuss how verbal and non-verbal language is used to position readers and viewers and discuss their intended effect.

The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts. There is an examination for Unit 1.

Unit 2
This Unit consists of three parts: Area of Study 1, Reading and Responding; which includes an analysis of the ways in which structures and features are used by the authors of narrative texts to construct meaning. They also examine the ways in which texts are open to different interpretations by different readers and use strategies for identifying the point of view and values of the author. Students will also construct responses to set texts, using appropriate metalanguage and evidence to facilitate their discussion. Area of Study 2, Creating and Presenting. In this area of study students’ writing is informed by their reading of a range of texts relevant to a set context. They examine the effects of form, purpose, audience and context on an authors’ choice of structure and language. Students draw on the knowledge gained from this study to create their own written and/or multimodal texts. Area of Study 3, Using Language to Persuade which concerns the use of language in the presentation of a point of view. Students study a range of texts whose main purpose is to persuade readers and viewers to share a particular point of view. Students further explore the use of persuasive language in the construction of a reasoned point of view on an issue of social or personal relevance and interest.

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. There is also a focus on the development of competence and confidence in creating written, oral or multimodal texts. There is an examination for Unit 2.

Unit 3
This Unit consists of three parts: Area of Study 1, Reading and Responding which focuses on the reading of a range of literary texts to develop critical and supported responses. Students examine the structures, features and conventions used by authors to construct meaning. They identify, discuss and analyse these in order to explain how meaning is constructed. They also examine the ways in which the same text is open to different interpretations. They discuss and analyse the ways in which social, historical and/or cultural values are embodied in texts, and develop oral and written responses to a selected text, using appropriate metalanguage. Area of Study 2, Creating and Presenting, which concerns reading and writing and their interconnection. Students will read set texts in order to identify, discuss and analyse ideas and/or arguments associated with a selected context. They will reflect on the ideas and/or arguments suggested by these texts, and draw on their experience of exploring texts to explain their own decisions about form, purpose, language, audience and context. Area of Study 3, Using Language to Persuade, for which students analyse and compare the ways in which the verbal and non-verbal (including visual) language of Australian media texts is used to persuade readers and viewers to share the point/s of view being presented. Drawing on this understanding, students construct written or oral texts to express their own point of view on the selected issue for a specified audience and purpose.

The focus of this unit is on reading and responding to a range of texts both orally and in writing. 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.
Unit 4
This Unit consists of two parts: Area of Study 1, Reading and Responding in this study, students identify, discuss and analyse the structures, features and conventions of texts to explore how authors construct meaning and how these elements affect interpretation. In identifying and analysing explicit and implied values embodied in texts, students examine the ways in which readers or viewers are invited to respond to the texts. They develop and justify a detailed written interpretation of a selected text. Area of Study 2, Creating and Presenting, in which students identify, discuss and analyse ideas and/or arguments associated with the selected Context. They will explore the relationship between purpose, form, audience and language, and examine the choices made by authors in order to construct meaning. Drawing on knowledge gained, students will then construct their own texts, drawing on their experience of exploring texts to explain their own decisions about form, purpose, language, audience and context.

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 the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context. There is an end-of-year examination in English, testing the knowledge and skills of both Units 3 and 4.

Literature

The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others. The study is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the texts. Accordingly, the study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. Students learn to understand that texts are constructions, to consider the complexity of language and to recognise the influence of contexts and form. The study of literature encourages independent and critical thinking in students' analytical and creative responses to texts, which will assist students in the workforce and in future academic study.

Unit 1
On completion of this unit students will be able to discuss how personal responses to literary texts are developed. They will also be able to discuss how texts comment on the interests and ideas of individuals and groups within society and discuss how different interpretations of a text are shaped by the form of their presentation. Students will also develop their skills in close analysis and written expression.

Unit 2
On completion of this unit students will have developed their ability to offer a critical and creative response to literary texts. They will also be able to discuss how a text addresses its own cultural and historical context and be able to sustain a comparison between similar aspects of different literary texts. Students will continue to develop their skills in the areas of close analysis, discussion and written expression.

Unit 3
On completion of this unit students will be able to discuss how writers construct their work and how meaning is interpreted by the reader. They will also be able to discuss how the meaning of a text changes when its form does, as well as how a writer can explore the views, values and context of their day. Students will also be able to evaluate different judgements about a
text. They will continue to develop their skills in the areas of close analysis, evaluation and written expression.

Unit 4
On completion of this unit students will focus on their creative and critical responses to literary texts. They will be able to respond creatively to a selected text, reflecting the writer’s concerns and written expression as they do so. Students will also develop their skills in sustaining a detailed close analysis of a text and writing with clear written expression.

VCAL Literacy Skills

These Units enable students to develop the appropriate skills and knowledge to read, comprehend and write a range of texts within a variety of contexts, on every day subject matters. Students respond to spoken language orally, such as the ability to vary language to suit different audiences and purposes, non-verbal communication and a range of listening skills.

VCAL Literacy Skills: Reading and Writing (Intermediate)
Students develop the skills and knowledge to read and write a range of texts on everyday subject matters which include some unfamiliar aspects or material. At this level, once they have identified the audience and purpose of the text, learners use the writing process to produce texts that link several ideas or pieces of information. In reading, learners identify how, and if, the writer has achieved their purpose and express an opinion on the text, taking into account its effectiveness. At the end of the Intermediate Reading and Writing Unit, students will be able to read, comprehend and write a range of texts within a variety of contexts.

VCAL Literacy Skills: Oral Communication (Intermediate)
Students use and respond to spoken language including some unfamiliar material within a variety of contexts. Students will develop and increasing understanding and use of different aspects of oral communication. These include aspects of language use such as the ability to vary language to suit different audiences and purposes, aspects of non-verbal communication including using visual supports to communication and a range of listening skills.

VCAL Literacy Skills: Reading and Writing (Senior)
This level focuses on developing skills for further study. Students develop the skills and knowledge to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. Learners will produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devises appropriate to the type of text. In reading, the learner identifies the views shaping the text and the devices used to present those views. The learner will also express an opinion on the effectiveness and content of the text. Students who successfully complete this unit will be able to read, comprehend and write a range of complex texts across a broad range of contexts.

VCAL Literacy Skills: Oral Communication (Senior)
Students use and respond to spoken language with complex and abstract content across a broad range of contexts. Students will develop and increasing understanding and use of different aspects of oral communication. These include aspects of language use such as the ability to vary language to suit different audiences and purposes, aspects of non-verbal communication including using visual supports to communication and a range of listening skills.
HEALTH & PHYSICAL EDUCATION

Health and Human Development

Unit 3: Promoting and Understanding Health in Australia
This unit requires students to develop an understanding of the health status of Australians, by investigating the burden of disease and the health of population groups in Australia. They learn to use key health measures to compare health in Australia with other developed countries and analyse how determinants of health (biological, behavioural, social and the physical environment), contribute to variations in health status. Students examine the role of government and non-government organisations in providing programs and support for the promotion of health. Assessment tasks include case study analysis, a written test and an end-of-year examination.

Unit 4: Global Health and Human Development
In this area of study students explore global health, human development and sustainability and their interdependencies. They identify similarities and differences in the health status between people living in developing countries and Australians and analyse reasons for the differences.

They explore the role of International organisations including the UN and WHO, in achieving sustainable improvements in Health and Human Development. Students consider strategies designed to promote health and sustainable human development globally, as well as Australia’s contribution to International health programs and contributions to non-government organisations. Assessment tasks include case study analysis, a written test and an end-of-year examination.

Physical Education

Unit 1: Bodies in Motion
In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. They are also introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway. Students explore how the correct application of biomechanics can lead to improved performance in sport and physical activity. Key skills, such as how the energy systems work together to provide energy for various sporting activities, are assessed through short-answer and extended-response tests and laboratory activities. One of the labs involves a visit to a Victorian Institute of Sport testing facility to undertake a VO2max test. There is a mid-year examination.

Unit 2: Sports Coaching and Physically Active Lifestyles
This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching. Students are also introduced to physical activity and the role it plays in the health and wellbeing of the population. Assessment tasks will require students to complete a 6-week Ten Pin Bowling unit and a 2-day surf camp. There is an end-of-year examination.
Unit 3: Physical Activity Participation and Physiological Performance
This unit requires students to apply various methods to assess physical activity and sedentary levels and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students also investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. They also explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery. A case study analysis, a lab report and a written test assess performance in this unit.

Unit 4: Enhancing Performance
In this unit students investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance and look at the rationale for the banning or inclusion of various practices from sporting competition. A major component of the assessment in this unit involves planning, completing and evaluating a training program. The end of year examination covers both Units 3 and 4.

VCE LANGUAGES

Learning languages:
- Enriches students intellectually, educationally and culturally
- Enables students to communicate across cultures
- Contributes to social cohesiveness through better communication and understanding
- Further develops the existing linguistic and cultural resources in our community
- Contributes to our strategic, economic and international development
- Enhances employment and career prospects for the individual.

Chinese Second Language

Unit 1
The key skills this unit focuses on are the ability to carry out an informal conversation about the student’s personal identity, respond to spoken/written texts through translating and writing tasks about travelling and produce a 150 character personal writing piece about a Chinese movie.

Unit 2
This unit involves carrying out a role-play related to making arrangements or completing transactions, translating short Chinese texts, such as a job advertisement, to English, extracting and using information from spoken/written texts such as when applying for a job, and producing a 150 character personal text.
French

Unit 1: My Personal World and Cultural Life in France
Through the medium of the French language, students investigate aspects of French language and culture, discussing the lifestyles of people in the French speaking world with particular reference to young people. In response to various spoken and written texts students participate in an informal conversation covering aspects of their personal world. They also complete reading and listening comprehension tasks.

Unit 2: Views of Young People and Lifestyles of French People
Through the medium of the French language, students participate in a spoken exchange where they need to arrange and negotiate a solution to an issue. They complete various tasks which involve listening to spoken texts and reading written texts. They also provide a written response to a personal or imaginary experience related to young people issues.

Unit 3: Travelling in France and Caring for the Environment
Through the medium of French, students participate in a 3 to 4 minute role play focussing on the resolution of an issue. This is in relation to travel plans. Students analyse and extract important elements of spoken texts and complete a written response to this. They also complete a personal writing response to the experience of living in France for a period of time.

Unit 4: The World of Work and the Detailed Study
Students complete a reading comprehension task related to the world of work in France and complete a 3 to 4 minute interview, focusing on the texts studied in preparation for the discussion section of the oral examination. They also complete a 250 word informative written piece, focusing on the texts studied for the detailed study.

Note: The detailed study is a period of time where 15 hours of class time plus 15 hours of homework (normally during Unit 4), is dedicated to researching an aspect of culture and life in the French speaking world. This will then be presented by students in the form of a discussion at the oral examination.

Latin

Unit 1
At the commencement of their senior Latin studies, students will complete their study of the principal components of Latin grammar, before commencing to read and translate their first classical prose author - Caesar. Their competency in the language will be further reinforced through regular practice with unseen translations and other exercises, as well as continuing study of any cultural and historical background that will assist them in understanding the classical Roman writers that they will be reading.

Unit 2
Students will continue to be grounded in Latin grammar, largely through increased exposure to original Latin prose and a regular program of unseen translations. Their reading and translation work will be now widened to include excerpts from the major Latin poets, especially Ovid, Virgil and Catullus, along with an introduction to Latin poetic metre and style. The passages they will work on will be longer and more complex, the aim being to give a taste in advance of the standard required in Units 3 and 4.

Unit 3
The first semester of their final year of Latin at school will see students consolidate their grammatical understanding and translation skills through extensive reading of the best classical Latin prose writers, especially Cicero, Caesar and Livy. The cultural and historical
context of these authors will also be addressed. The school-assessed coursework includes seen and unseen translation tasks. In addition, students will undertake a regular course of unseen translations to improve their general competency in translation skills.

Unit 4
The central study of this final unit will be a detailed literary and linguistic study of a significant portion of Virgil’s *Aeneid*. The school-assessed coursework will take on a more literary focus, involving essays (in English) on the background, structure and poetic imagery of the Latin text. Unseen translations will continue. The final examination will require students to possess a comprehensive knowledge of Virgil’s *Aeneid*, especially the portion they have studied, and also to demonstrate their general ability in the language by completing an unseen translation.

**HUMANITIES**

**Geography**

The study of Geography is an integral part of the education of every young Australian in the 21st century. Geography nurtures curiosity in the world’s people and places and brings ‘real’ world issues into the classroom. Field trips to significant Victorian locations are an important component of this subject.

**What is Geography?**
Geography is the study of places – their environments, populations, economies and communities – and how and why these places are changing. The study of Geography gives students a holistic view of the world combining the natural and social sciences. Geography develops in students the skills to describe, analyse and explain spatial relationships within the world they live in.

**So, why Senior Geography?**
- Builds a sense of our national identity and of Australia’s place in the world
- Helps us make informed decisions about the big issues affecting the quality of our lives and landscapes, moving from the local neighbourhood to the state, the nation and beyond
- Geography is now a prerequisite for many tertiary courses
- The study of Geography develops competencies essential in the workplace and can lead to a wide range of careers. For example, resource management, tourism, urban and social planning, conservation, heritage and land management, international development, disaster management, environmental education etc.

**Unit 1: Hazards and Disasters**
In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.

Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.
Unit 2: Tourism
In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments.

The study of tourism at local, regional and global scales emphasises the interconnection within and between places. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism. Students undertake fieldwork in this unit and report on fieldwork using the structure provided.

Unit 3: Changing the land
This unit focuses on two investigations of geographical change: change to land cover and change to land use.

Students investigate three major processes that are changing land cover in many regions of the world. Students investigate the distribution and causes of these three processes. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report using the structure provided.

Unit 4: Human population – trends and issues
In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions.

History

Unit 1: Twentieth century history 1918 –1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures.

The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.
Unit 2: Twentieth century history 1945 –2000

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

Units 3 and 4: Revolutions
The study of revolutions provides us with the opportunity to look at the motives behind and effects of social change. The study of how ideas, individuals and other factors have shaped the world in which we live is both rewarding and necessary. As the French and Russian revolutions were pivotal in shaping global events through to this time, they are the focuses of our study in History: Revolutions.

We examine the role of ideas, leaders, movements and events in the development of the revolution—both in how they start and how they shaped their respective societies and cultures. We look at the individuals and ideas that shaped the course of events and how they dealt with the challenges that they faced. The study of different interpretations of these characters and events is another key part of the subject. Also examine the challenges facing the emerging new order and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution. There are two assessment tasks for each unit, which can be in the form of: a research report, an analysis of visual and/or written documents, a historiographical exercise, an essay as well as an end-of-year examination.

Philosophy

Philosophy presents students with the challenge of the world’s oldest academic discipline. Through rigorous debate and reflection, students grapple with the profound questions that underpin all other areas of knowledge including science, ethics and the arts.

Exploring the big philosophical questions can draw together a student’s learning into a meaningful whole and help them develop a sophisticated and coherent worldview. VCE Philosophy explores some of the most enduring and influential ideas of Western thought, thus providing an excellent preparation for future engagement with sophisticated ideas and worldviews.

Philosophy has benefits for study across a range of other disciplines as it nurtures students’ ability to think critically, problem-solve, analyse ideas and construct coherent and reasoned arguments. The ability to think philosophically is highly regarded in careers where conceptual analysis, strategic thinking, insightful questioning and carefully reasoned arguments are needed.
Unit 1: Existence, knowledge and reasoning
What is the nature of reality? How can we acquire certain knowledge? What is truth? This unit engages students with these fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’ – and hence the study and practice of techniques of logic and reasoning are central to this unit.

Unit 2: Questions of value
This unit investigates the foundations of our judgments about value in moral, political, social and aesthetic fields. Where does morality come from? How do we decide between competing ethical systems? Do human rights exist? What is art? What is beauty? Students explore these questions of value and judgement and the ways in which viewpoints and arguments in value theory relate to contemporary debates.

Unit 3: Minds, bodies and persons
This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward by key individuals in the history of philosophy to their own views on these questions and to contemporary debates. Students engage with set philosophical texts and expand their ability to comprehend, analyse and evaluate written philosophical works.

Assessment tasks include essays and an end-of-year examination.

Unit 4: The Good Life
This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life. Assessment tasks include essays and an end-of-year examination.

Texts and Traditions
The study of VCE Texts and Traditions at Heathdale equips students to come to a deeper understanding of the Bible (text) which shapes Christianity (tradition).

Why study the Bible?
The study of the Bible, in its original historical and social setting, provides students with a better and first-hand understanding of: God, ourselves and how to please God, as well as the impact of the Bible in history and the world today. Also, Biblical knowledge is essential to understand our culture because references to the Bible are not only found in Christianity, but also in music, art, philosophy, literature, law and many other areas. Finally, an accurate understanding of the Bible enables us to understand what is true. This has a deeply beneficial influence on one’s own life and on others’ lives when God, by his Spirit, uses His Word to transform lives.

Unit 1: Texts in Traditions (Students complete this unit in Year 10)
In this unit, students learn to recognise and explain some of the different literary forms found in the Bible. Students will learn the basic skills required for the exegesis of the biblical text. Students will explore the various understandings and interpretations of Genesis 1-11 and Exodus 1-20. Assessment tasks may include tests, reports, essays, exegeses and an examination.
Unit 2: Texts in Society
In this unit, students explore the teaching of the Bible in relation to a number of themes such as justice, gender, environment and ethnicity. The biblical text is examined in its context, as well as exploring the relevance of the text for today’s society. A comparison between the teaching of the Bible and other sacred texts on justice is also made. Assessment tasks may include tests, reports, essays, exegeses and an examination.

Unit 3: Texts and the Early Tradition
The focus of study for units 3 and 4 is the Gospel of Luke. Unit 3 focuses on the social, cultural and religious background to the Gospel; on the writing and themes of the Gospel and on the interpretation of the text of the Gospel. Assessment tasks may include tests, reports, essays, exegeses and an end-of-year examination.

Unit 4: Texts and their teachings
Unit 4 continues to focus on the interpretation of the text of the Gospel of Luke. It also focuses on significant themes found in Luke and how they have been interpreted in the Christian tradition. Assessment tasks include tests, reports, essays, exegeses and an end-of-year examination.

MATHEMATICS

"The knowledge of Mathematics unveils not only the vistas of beauty and power unsuspected before, but also an order, symmetry and infinitude which stuns and awes the beholder...."
- Larry Zimmerman-Christian Educator.

The study of Mathematics teaches a skill set distinguished by its focus on rigor, reasoning and communication. Such skills include: Critical thinking, Logical reasoning, Discipline, Learning/Applying difficult and complex concepts, Problem solving, Generating solutions, Data analysis, Pattern recognition, Identification of relevant data, Computational skills, Understanding of algorithms and processes.

Although few mathematics students will eventually have a job title of "mathematician," there are many job titles that do not immediately reveal our mathematical background. Here is a short list of such jobs: Advertising consultant, Actuary, Bioinformatics specialist, Business analyst, Risk management, Business manager, Computer programmer, Cryptanalyst or Cryptographer, Engineer, Banker, Financial advisor, Financial mathematics analyst / Financial engineer, High school teacher, Lawyer, Physician, Professor, Software developer, Statistician.

"MATHEMATICS may not teach us how to add love or how to subtract hate. But it gives us every reason to hope that every problem has a solution"
- Unknown author

Combinations of Mathematics units

<table>
<thead>
<tr>
<th>Units 1 and 2</th>
<th>Units 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Mathematics</td>
<td>VCAL Numeracy (not VCE)</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>Further Mathematics</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>Mathematical Methods or Further Mathematics</td>
</tr>
<tr>
<td>General Mathematics and Mathematical Methods</td>
<td>Mathematical Methods and/or Further Mathematics</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>Mathematical Methods</td>
</tr>
<tr>
<td>Mathematical Methods and Specialist Mathematics</td>
<td>Mathematical Methods and Specialist Mathematics</td>
</tr>
</tbody>
</table>
Foundation Mathematics (VCE and VCAL)

VCE Unit 1 and 2:
The study of Foundation Mathematics Units 1 and 2 is designed for students who do not intend to undertake Unit 3 and 4 Mathematics of any kind the following year but who may consider continuing with VCAL Numeracy. It provides for the continuing mathematical development of students with a strong emphasis on using mathematics in practical contexts relating to everyday life. The areas of study for Units 1 and 2 of Foundation Mathematics are ‘Space, shape and design’, ‘Patterns and number’, ‘Data’ and ‘Measurement’.

Construction, travel, savings, investments and property. The use of a bank account with its structures and fees and loan repayments with interest accrued are just some of the applications within this course.
There are various assessment tasks of differing styles and lengths throughout the year and an examination mid year and end of year.

VCAL Numeracy Skills

These units are aimed at students who wish to study Mathematics with a focus on mathematical applications in everyday life situations and in wider contexts. There are two units offered in Year 12: Numeracy Skills Senior in semester 1 and Advanced Numeracy Skills Senior in semester 2.

Numeracy Skills Senior
The purpose of this unit is to enable students to explore mathematics beyond its familiar and everyday use to its application in wider contexts such as newspapers and other media reports, workplace documents and procedures, and specific projects at home or in the community.
At the end of the unit students will have the capacity to interpret and analyse how mathematics is represented and used. They can recognise and use some of the conventions and symbolism of formal mathematics. The mathematics involved would include measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem-solving strategies.
Completion of this unit would prepare students for the Advanced Numeracy Skills Senior unit.

Advanced Numeracy Skills Senior
The purpose of this unit is to provide students the knowledge and skills belonging to several formal areas of mathematics. The mathematics involved will include numerical calculations and analysis of graphical data required for interpreting information about society, the use of formulae, algebraic techniques and problem-solving strategies, and familiarity with fundamental processes of at least two other selected specialist mathematical areas. At the end of the unit students will be able to confidently perform calculations using a variety of methods.
They will be able to interpret and use the formal symbols, conventions and basic processes of the chosen fields of mathematics in order to solve problems, and to communicate their problem-solving processes in writing using a variety of informal and formal language.
General Mathematics (Further)

VCE Unit 1 and 2
General Mathematics Unit 1 and 2 is aimed at students who see Mathematics, not so much as a primary course of study, but rather as a support for their chosen endeavours. This course leads into Further Mathematics Units 3 and 4 in the following year. The areas of study are ‘Algebra and structure’, ‘Arithmetic and number’, ‘Discrete mathematics’, ‘Geometry, measurement and trigonometry’, ‘Graphs of linear and non-linear relations’ and ‘Statistics’. Students are expected to calculate with numbers and communicate symbolically as well as apply Mathematics to everyday life situations and solve problems. Proficient use of technology is a major aspect of the course.

All assessments are technology active and include topic tests, summary notes, modelling and problem-solving tasks, investigations and examinations. Students are therefore required to have an approved CAS calculator.

VCE Unit 3 and 4
Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises ‘Data analysis’ and ‘Recursion and financial modelling’. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: ‘Matrices’, ‘Networks and decision mathematics’, ‘Geometry and measurement’ and ‘Graphs and relations’. This study is designed to enable students to develop mathematical knowledge and skills and to learn how to apply them to practical contexts and to problem solving situations.

Assessments during the year are in the form of an application task and three modelling or problem solving tasks. All assessments are technology active. Students are therefore required to have an approved CAS calculator. In addition to the assessments during the year, all students are required to sit two examinations in November, covering all work throughout Unit 3 & 4. Both examinations are technology active (either an approved graphics calculator or CAS) and both examinations permit the use of one bound reference text, lecture pad or log book with a single spine.

Mathematical Methods (CAS)

VCE Unit 1 and 2
Mathematical Methods Unit 1 and 2 is designed to enhance students understanding of the processes and methods that are required to become a successful problem solver. It also provides suitable preparation for Mathematical Methods Units 3 and 4. It comprises a study of ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, and ‘Probability and statistics’ and their applications in a variety of practical and theoretical contexts. Issues such as bridge building, the movement of a pendulum on a grandfather clock, the tides of Port Philip Bay or the probability of catching a cold during the year are all within the scope of this course.

Assessment tasks are of the form of topic tests, summary notes, modelling and problem-solving tasks. investigations and examinations, both technology free and active. Students are therefore required to have an approved CAS calculator.
VCE Unit 3 and 4
This unit enables the student to develop Mathematical confidence, critical thinking and problem solving skills in the areas of:

- Functions and Relations which model a plethora of phenomenon that operate in our world and the Universe
- Differential Calculus which is used to explore our changing environment and make sense of it in various applications
- Integral Calculus which further explores quantities that have area, volume and its relationship to change
- Probability and various distributions that model chance and the interpretation of data in society
- Statistical inference, including definition and distribution of sample proportions, simulations and confidence intervals.

Assessments during the year are in the form of an application task and two modelling or problem solving tasks. The students will also sit two externally assessed Examinations at the end of the year covering work from both Unit 3 and 4. One exam is technology free and the other is technology active where students are permitted the use of a CAS and one bound reference text, lecture pad or log book with a single spine. Students are therefore required to have an approved CAS calculator.

The study of Mathematical Methods is fundamental for many future courses and pathways. These include Acoustics, Engineering (Aeronautical, Agricultural, Audio, Chemical, Laser, Civil, Electrical, Food Technology, Marine, Mechanical, Network, Software and Instrument design), Pilot, Air Traffic Controller, Games and Graphic Programmer, Scientist (Clinical, Environmental, Exercise and Sport, Forensic, Nuclear, Research), Climatologist, Computing, Doctor, Surveyor, Geologist, Medical Physicist, Meteorologist, Oceanographer, Pharmacist, Radiographer, Secondary Teacher, Economist and Financier.

General Maths (Specialist)

VCE Unit 1 and 2:
Specialist Mathematics Unit 1 and 2 is aimed at inquisitive students who enjoy a challenge and wish to understand how so many life applications can be explained with mathematics. Specialist Mathematics Units 1 and 2 taken in conjunction with Mathematical Methods Units 1 and 2 provides a comprehensive preparation for Specialist Mathematics Units 3 and 4. The areas of study for Units 1 and 2 of Specialist Mathematics are ‘Algebra and structure’, ‘Arithmetic and number’, ‘Discrete mathematics’, ‘Geometry, measurement and trigonometry’, ‘Graphs of linear and non-linear relations’ and ‘Statistics’.

The motion of a particle, profit and loss scenarios, air traffic controlling techniques and number patterns in life are all within the scope of this course.

Assessment tasks are of the form of topic tests, summary notes, modelling and problem-solving tasks, investigations and examinations, both technology free and active. Students are therefore required to have an approved CAS calculator.

VCE Unit 3 and 4
Specialist Mathematics Unit 3 and 4 is designed to develop mathematical knowledge, critical thinking and analysis. It focuses on the areas of study: ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, ‘Vectors’, ‘Mechanics’ and ‘Probability and statistics’. Students are expected to be
able to apply techniques, routines and processes within a variety of different contexts. Contexts such as complex mixing of solutions in agriculture and science, the way a body behaves in an elevator or even the amount of force required to keep a car parked on a hill.

Assessment throughout the year is in the form of an application task and two modelling or problem solving tasks. The students will also sit two externally assessed Examinations at the end of the year covering work from both Unit 3 and 4. One exam is technology free and the other is technology active where students are permitted the use of a CAS and one bound reference text, lecture pad or log book with a single spine. Students are therefore required to have an approved CAS calculator.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, Specialist Mathematics Units 1 and 2 and concurrent or previous study of Mathematical Methods Units 3 and 4.

“The essence of mathematics is not to make simple things complicated, but to make complicated things simple.”

- S. Gudder

SCIENCE

Biology

Unit 1: Unity and diversity
In this unit students examine the cell as the structural and functional unit of the whole organism. Students investigate the needs of individual cells, how specialized structures carry out cellular activities and how the survival of cells depends on their ability to maintain a dynamic balance between their internal and external environments. By understanding the development of ideas and technological advances that have contributed to our knowledge and understanding of life forms, students come to understand the dynamic nature of science. Assessment tasks for this unit are practical activities, topic tests and mid-year examination.

Unit 2: Organisms and their environment
The purpose of this unit is to enable students to study the relationships between living things and their environment. Students investigate biotic and abiotic factors that operate in different places in the biosphere, and how these factors influence the kinds of organisms that live there. With an emphasis on Australian ecosystems, this unit focuses on the complex and finely balanced relationships that exist between living things and the resources in their particular habitat. Assessment tasks for this unit are practical activities, field work, topic tests and end-of-the-year examination.

Unit 3: Signatures of Life
This unit focuses on the molecules and biochemical processes that are indicators of life. Students investigate how cells communicate with each other at molecular level in regulating cellular activities and immune response. Applications of molecular biology in medical diagnosis and the design of new pharmaceuticals is also considered.

Assessment tasks include school assessed coursework, in the form of summary reports of three practical activities, a report of an investigation of an organism’s response to signal, an
annotated poster on one aspect of the immune response, worksheets and one 2.5 hour end of year exam.

**Unit 4: Continuity and Change**
The purpose of this unit is to enable students to analyse and evaluate evidence for the molecular basis of heredity and patterns of inheritance. Students investigate emerging technological applications and implications of advances in molecular genetics. Evolutionary change, evolutionary relationships and mechanisms for change, including the effect of human intervention on evolutionary processes is also investigated.

Assessment tasks include worksheets, laboratory work, three summary reports of practical activities, a written report on evolutionary relationships, annotated poster and one 2.5 hour end of year examination. NOTE: The end of year examination covers Units 3 & 4.

Possible career pathways include: Medical Practitioner, Pharmacy, Nursing, Food Processing, Laboratory Assistant, Medical Scientist, Dentist, Market Researcher, Quality Controller and Dietician.

**Chemistry**

**Unit 1: How can the diversity of materials be explained?**
This unit begins with the historical development of, and the relationship between, the Periodic Table and atomic theory. Students investigate trends and patterns within the Periodic Table and study bonding, empirical and molecular formulas, as well as the mole concept. The structure, properties and applications of materials. Students investigate bonding in metals, ionic compounds, and covalent compounds as well as organic chemistry, and nanotechnology. Assessment tasks include tests, laboratory work, a research investigation and a mid-year examination.

**Unit 2: What makes water such a unique chemical?**
Students explore special properties of water such as precipitation, acid-base and redox reactions, solubility, concentration, pH, maintaining water quality. Students also learn about analytical equipment used to test for various substances and perform a detailed practical investigation. Assessment tasks include tests, laboratory work and an end of year examination.

**Unit 3: Chemical pathways**
Students use a variety of analytical techniques to analyse products in the laboratory, such as titrations and gravimetric analyses. Students also study instrumental analytical techniques such as spectroscopy and chromatography and relate these to the chemical structures of substances. They solve stoichiometric calculations and investigate systematic organic chemistry, including various chemical reactions. Students investigate the chemistry of DNA and the role of organic chemicals in the development of medicines. Assessment tasks include worksheets, laboratory work, practical reports and one 2.5 hour end of year examination.

**Unit 4: Chemistry at work**
Students study Industrial Chemistry focusing on the factors that affect the rate and extent of a chemical reaction. Students study energy profiles, equilibrium reactions and how factors affecting rate and equilibrium are applied in the industrial production of chemicals. Sulphuric acid is studied in detail. Students also study the use of different energy resources, including their advantages and disadvantages, the energy of chemical reactions and electrochemistry. Assessment tasks include worksheets, laboratory work, practical reports and one 2.5 hour end of year examination.
Both Unit 3&4 provide students with laboratory, analytical and problem-solving skills. Possible career pathways include: Medical Practitioner, Chemical Engineer, Pharmacy, Nursing, Food Processing, Laboratory Assistant, Medical Scientist, Forensic Scientist, Geologist, Radiographer and Dietician.

**Physics**

“Science without religion is lame. Religion without science is blind”
- Albert Einstein.

VCE Physics provides students with opportunities to explore questions related to the created and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves.

**Unit 1**

In this area of study students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work. Students also develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Lastly the nature of matter, the origins of atoms, time and space is explored along with the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus.

Assessment is by School-Assessed Coursework in all the three outcomes – thermodynamics, electricity and matter. Laboratory work is also carried out for thermodynamics and electricity, the reporting of which also forms part of the final mark. There is a mid-year examination.

**Unit 2**

This unit focuses on motion and explores the effects of balanced and unbalanced forces on motion. An analysis using the concepts of gravity, force, momentum, power, work and energy is carried out. This is followed by an investigation into the aerospace principles that underpin the development of controlled powered flight. Lastly students undertake a detailed investigation into an area of study from unit two and prepare a comprehensive report on it.

Students continue to undertake extensive and regular experimental work in the laboratory, investigating motion. The students will design and undertake more complex investigations and take increasing responsibility for the design of the investigations. Assessment is by School-Assessed Coursework in the case of motion and by a written report for flight. Laboratory work is carried out for motion, the reporting of which also forms part of the final mark. There is an end-of-year examination.

**Unit 3**

This unit focuses on the study of Motion, Electronics and Photonics as well as the study of Materials and their use in Structures. In each area of Study, a specific outcome will be assessed:

1. Investigate and analyse motion and energy both in everyday contexts, local environments and in Space.
2. Investigate, describe, compare and explain the operation of electronic and photonic devices and analyse their use in domestic, technological and industrial systems with one focus being modern day communication systems.
3. Analyse, explain and evaluate the properties of construction materials and the effects of forces and loads on these materials and the structures that are built from these materials.

**Unit 4**

This unit focuses on the study of Electric Power and the Interactions of Light and Matter. In each area of Study, a specific outcome will be assessed:

1. Investigate and explain the operation of electrical motors, generators and alternators in the generation, transmission, distribution and use of electric power.

2. Investigate and apply the wave and photon model to analyse, interpret and explain interactions of light and matter in quantum science.

A variety of assessment tasks are used to achieve the required outcomes in both Unit 3 and Unit 4. They include excursion workshops, inquiries, tests, practical reports, data analysis and a trial examination. The students will sit an externally assessed Examination at the end of the year covering both Unit 3 and 4.

Unit 1-4 collectively provide students with the skills to be successful in the following Career pathways: Acoustics, Engineering (Aeronautical, Agricultural, Audio, Laser, Civil, Electrical, Marine, Mechanical, Instrument design), Pilot, Air Traffic Controller, Scientist (Clinical, Environmental, Forensic, Nuclear, Research), Climatologist, Computing, Doctor, Geologist, Medical Physicist, Meteorologist, Naval Architect, Oceanographer, Pharmacist and Radiographer, Secondary Teacher and Lecturer.

**Psychology**

*What is Psychology?* It is the scientific study of the human mind and behaviour.

*Why Study Psychology?*

1. Psychology helps you understand yourself, others and the world.

2. Psychology facilitates the development of a diverse range of important life skills, such as: social, intra-personal, reasoning, critical, numerical, ethical and analytical.

3. Psychology is beneficial for every career that involves interacting with people or which benefits from a sound understanding of one’s self. Also there are many fields within Psychology (e.g. Clinical, Organisational, Developmental, Forensic etc.) as well as career pathways for Psychology graduates (e.g. Teaching, Nursing, Social Work, Advertising, Public Relations, Human Resources Management, Statistician etc. etc.).

4. Psychology is inherently fascinating. We are all intrigued by the behaviour of ourselves and others and the thought processes that underlie it: *Why would a blind person be more attracted to a good-looking person? Why do people obey an authority who orders them to do great harm to another? Is it possible to greatly improve my ability to memorise? If most people my age will one day experience a mental illness, can I reduce my risk?*

**Unit 1 & 2: How are behaviour and mental processes shaped and how are they influenced by external factors?**

In Unit 1 students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.
A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In Unit 2 students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups.

Assessment tasks may include an oral report, an essay, tests and examinations.

**Unit 3 & 4: The Conscious Self & Brain, Behaviour and Experience** *(will change for 2017)*

These units focus on the study of the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. The interrelationship between learning, the brain and its response to experiences and behaviour is also examined. Students consider different concepts of normality and learn to differentiate between normal responses, such as stress, and mental disorders.

Assessment tasks include: tests, a research investigation report, an evaluation of research, an annotated folio of practical activities and an end-of-year examination covering Units 3 & 4.

**TECHNOLOGY**

**Product Design and Technology: Textiles**

VCE Product Design and Technology can provide a pathway to a range of related fields such as industrial, product and interior design, fashion, furniture, jewellery and textile design. The study informs sustainable behaviours and develops technical skills to present multiple solutions to everyday problems. Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfill human needs and wants. In recent history, the use of resources to create an array of products has given designers an increased responsibility to think sustainably. Students develop an understanding of the consequences of product design choices. They develop the necessary skills to critically analyse existing products and to develop their own creative solutions.

**Unit 1: Product Re-design & Sustainability**

This unit focuses on the analysis, modification and improvement of a product design, with consideration of the materials used and issues of sustainability. The design and production work students complete will need to include three points of difference to improve an existing design/product. Students will use and evaluate materials, tools, equipment and processes to make the product they redesigned and compare the finished product with the original design. Assessment tasks include a case study and re-design presentation, a design folio, and a mid-year examination.

**Unit 2: Collaborative Design**

In this unit, the student works both individually and as a member of a small design team, to address a problem, need or opportunity that requires a product within a product range, or based on a theme or component of a group product. Demonstration of achievement will be based on the student's performance on a selection of assessment tasks, including design folios, production work and records of production and modifications and an end-of-year examination.
Unit 3: Applying the Product design Process
In Units 3 and 4 students design and make a functional product for a client or end user group, using primarily textiles. Products may include garments, accessories, footwear, furnishings or millinery. In Unit 3 students investigate a client or end-user’s needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option, develop a work plan and commence production of the product, which will be completed and evaluated in Unit 4.

Concurrently students will examine how a range of factors influence the design and development of products within industrial/commercial settings. Assessment tasks include tests, written reports, design folio, and an end-of-year examination.

Unit 4: Product Development & Evaluation
Students continue to develop and manufacture the product designed in Unit 3. They record the production processes and modifications to the work plan and product. Students are required to evaluate the effectiveness of techniques and processes used. Students also use comparative analysis and evaluation methods to make judgements about product design and development. They are also required to promote their work to the client or end user. Assessment tasks include tests, written reports, design folio, school assessed task and end-of-year examination. The school-assessed task (SAT) contributes 50 per cent of the marks.

Food and Technology
Why not enjoy working with food and develop some new skills in food preparation as you prepare a variety of tasty dishes?
Learn to become efficient and organised in the kitchen as you prepare healthy dishes and gain an understanding eating well and stay healthy.
Enjoy exploring new recipes as you prepare your selected food products.
Practise your research and decision making skills.
Use your artistic and creative talents as you present food attractively.
Develop skills in food photography as you develop a Folio as part of your product assessment.
Practise your skills in numeracy through the preparation of new and exciting recipes.
Develop analytical skills as you evaluate the preparation of your food production and organisational and management skills.

Units 1-2 is completed in Year 10 and Units 3-4 is completed in Year 11.

Unit 1: Food Safety and Properties of Food
In this unit students study safe and hygienic food handling and storage practices, to prevent food spoilage and food poisoning, then apply these practices in the preparation of food. They will consider the selection and use of a range of tools and equipment suitable for use in food preparation. Students examine links between classification of foods and their properties and examine changes in properties of food when different preparation and processing techniques are used. This knowledge will be applied when preparing food.

Students will explore the physical, sensory and chemical properties of key foods. There is an emphasis on the design process as students meet the requirements of design briefs and maximise the quality of key foods. Students will also investigate quality and ethical considerations in food selection, such as fair trade and intensive farming practices. Assessment tasks include food production and testing knowledge of theory. There is a mid-year examination.
Unit 2: Planning and Preparation of Food
In this unit students examine tools and equipment, including the latest technological developments. Students investigate various methods in the preparation, processing, cooking and presentation of foods to optimise the physical, sensory and chemical properties of food. They will apply a range of skills to safely and hygienically prepare and process foods. Students work both independently and as members of a team to research and implement solutions to a design brief. They will evaluate the outcomes of their planning and production activities.

Students will also examine the impact of social and cultural influences when planning and preparing foods to meet specific nutritional needs. They will investigate the impact on planning of resource availability and environmental considerations. Assessment tasks include food production and testing knowledge of theory. There is an end-of-year examination.

Unit 3: Food Preparation, Processing and Food Controls
In this unit students develop an understanding of the roles and responsibilities of and between the national, state and local authorities that govern food laws and standards to maintain food safety in Australia, including the production of safe food and the labelling of manufactured products. Students will apply safe work practices when preparing food. They will develop an understanding of the primary and secondary processing that are applied to key foods and the techniques used to preserve foods.

Students will examine the natural food components of key foods and analyse how their functional properties may have an impact on food preparation and processing techniques. They will apply a range of cooking, food preparation, processing and preservation techniques, while following food safety and hygiene requirements.

Students will develop a design plan to meet the requirements of a specific design brief and develop evaluation criteria. They will research properties of food, tools, equipment, safety and hygiene, preparation, cooking and preservation techniques. Students will establish an overall production timeline to complete the set of products. This work is the beginning of the SAT which continues in Unit 4. Assessment tasks include food production and testing knowledge of theory. There is an end-of-year examination.

Unit 4: Food Product Development and Emerging Trends
In this unit students will continue the work commenced in Unit 3 for the SAT, by developing individual production plans for the proposed four to six items. They will apply safe and hygienic work practices using a range of preparation processes, including some which are complex. Students will use appropriate tools and equipment and evaluate their planning processes and product.

Students examine food product development and research and analyse driving forces that have contributed to product development. They will explore new and emerging foods and innovations in food product development as a result of social pressures, consumer demands, technological development, and environmental consideration. They consider the impact of technology on food production and packaging and the development of new food products. Assessment tasks include food production and testing knowledge of theory. There is an end-of-year examination.

Links to Careers
Food and Hospitality – Chef and Food and Beverage; Home Economist; Food Technician; Dietician; Sport and Recreation – Personal Trainer; Nursing; Child-Care Worker.
Computing

VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

VCE Computing is underpinned by four key concepts: approaches to problem solving, data and information, digital systems and interactions and impact. VCE Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently and effectively when creating digital solutions both individually and as part of a network. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students are equipped to orient themselves towards the future, with an awareness of the technical and societal implications of digital systems.

Units 1 & 2: Computing
In Unit 1 & 2, students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. They also investigate how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data.

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

Systems Engineering

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the Systems Engineering Process, which takes a project-management approach. It focuses on mechanical and electrotechnology engineered systems. VCE Systems Engineering integrates aspects of designing, planning, fabricating, testing and evaluating in a project management process. It prepares students for careers in engineering, manufacturing and design through either a university or TAFE vocational study pathway, employment, apprenticeships and traineeships. The study provides a rigorous academic foundation and a practical working knowledge of design, manufacturing and evaluation techniques. These skills, and the ability to apply systems engineering processes, are growing in demand as industry projects become more complex and multidisciplinary.

The study is made up of four units:

Unit 1: Introduction to mechanical systems
Unit 2: Introduction to electrotechnology systems
Unit 3: Integrated systems engineering and energy
Unit 4: Systems control and new and emerging technologies.

Each unit contains two areas of study.
VET General Information

VET in the VCE or VCAL allows students to include vocational studies within their senior secondary certificate. Students undertake nationally recognised training from either accredited state curriculum or national training packages, which may contribute to their VCE and/or VCAL.

What is the Commitment?

VET subjects require the same commitment as any other subject to class work and homework. VET subjects are a commitment for at least one year and often two years to complete the Certificate qualification. Fees for the full year are charged after March.

Some Certificates are also taught off campus by other tertiary institutions, so travel time and costs and out of hours training need to be considered. Speak with the VET coordinator or VET teachers for detailed information.

The Certificates offered (dependant on numbers interested) are:

**VET Hospitality – Units 1 and 2** require attendance to William Angliss Institute for one week in the July holidays and one week in the September holidays. Classes at the college finish around 6pm one night per week.

**VET Hospitality – Units 3 and 4 (Kitchen Operations stream)** require attendance at William Angliss Institute on Wednesday afternoons in terms 1 to 3. The Food and Beverage stream require attendance for one week in the July holidays and one week in the September holidays.

**VET Interactive Digital Media** is taught at the College after school one night per week.

**VET Sport and Recreation** – some excursions and camps but all classes taught at Heathdale.

**VET Music** - all taught at Heathdale but requires after school hours from time to time.

**VET Applied Language (Chinese)** – all classes taught at Heathdale.

**VET Certificate II in Furniture Making**. – all classes taught at Heathdale.

**VET Certificate II in Engineering Studies** – all classes taught at Heathdale.

Work Placement or a simulated work environment is required in most Certificates to learn and develop the relevant vocational skills.

What are the Costs?

All VET subjects incur additional fees that are paid to the RTO (Registered Training Organisation) for Administration and Certificate Costs. Courses taught at Heathdale incur between $100 and $200. There are also delivery costs when training hours are provided by the RTO. William Angliss Institute tuition fees can be up to $1500 depending on government funding.
VET Hospitality

The VET Hospitality program aims to provide students with the knowledge and skills to enhance their employment prospects in a range of hospitality settings. It can also provide a qualification for part-time employment while doing further study.

In Units 1-2, one class will finish at 4.30 on one evening.

In Units 3-4, for both Food and Beverage and Commercial Operations, one class will finish at 6.00 pm on one evening.

There are two qualifications available:

- **SIT20207 Certificate II in Hospitality (Food and Beverage)** and selected units of competence from SIT30707 Certificate III in Hospitality
- **SIT20307 Certificate II in Hospitality (Kitchen Operations)**

**VCE credit:** Up to four units: two units at Units 1 and 2, and a Units 3 and 4 sequence.

**Certificate II in Hospitality (Food and Beverage)** is designed to provide students with the necessary training and skill development or the achievement of competence in food and beverage service.

Units 1 and 2 include units that cover developing and updating hospitality industry knowledge, serving food and beverage to customers, organising and preparing food, working with colleagues and customers and workplace hygiene.

Units 3 and 4 provide credit towards the Certificate III in Hospitality (Food and Beverage) and incorporate units such as providing food and beverage service, preparing and serving non-alcoholic beverages, responsible service of alcohol and preparing and serving espresso coffee.

Assessment is competency based so all set work must be completed throughout the year to achieve a satisfactory result. There is also an end of year examination for Units 3 and 4, which is part of the scored assessment that contributes to the student's VCE ATAR.

**Certificate II in Hospitality (Kitchen Operations)** provides students with the skills and knowledge to be competent in a range of kitchen functions and activities. Work is undertaken in various hospitality enterprises where food is prepared and served, including restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias and coffee shops.

Core units of competence in Units 1 and 2 include health, safety and security procedures, workplace hygiene, working with colleagues and customers, using basic methods of cookery, receiving and storing kitchen supplies and presenting food. Units 3 and 4 covers areas such as preparing, cooking and serving food for service, preparing appetisers and salads, stocks, sauces, soups and desserts.

Assessment is competency based, so all set work must be completed throughout the year to achieve a satisfactory result. There is also an end of year examination for Units 3 and 4 which is part of the scored assessment that contributes to the student’s VCE ATAR.

**NOTE:** This description needs to be read in conjunction with the general VET information regarding fees, timetable and Work Placement.
VET Interactive Digital Media

The VET Interactive Digital Media program aims to provide students with the knowledge and skills to enhance their employment prospects in the media and media related industries.

CUF30107 Certificate II in Creative Industries (Media) & Certificate III in Media

**VCE credit:** up to four units: two units at Units 1 and 2, and a Units 3 and 4 sequence.

Units 1 and 2 include units such as participating in occupational health and safety processes, developing and applying creative arts industry knowledge, working with others and applying critical thinking techniques.

Units 3 and 4 incorporate units of competence which cover areas in 2D digital animations, writing content for a range of media, authoring interactive sequences and creating visual design components.

Assessment is competency based, so all set work must be completed throughout the year to achieve a satisfactory result. There is also an end of year examination for Units 3 and 4 which is part of the scored assessment that contributes to the student’s VCE ATAR.

**NOTE:** This description needs to be read in conjunction with the general VET information regarding fees, timetable and Work Placement.

VET Music

The VET Music program aims to provide students with the knowledge and skills to enhance their employment prospects in the music industry. The duration of this course is two years.

CUS 30109 Certificate III in Music

**VCE credit:** Up to five units: three units at Units 1 and 2, and a Units 3 and 4 sequence

Year 11 Units include: Work effectively in the music industry, Compose songs or musical pieces, Write song lyrics, Make a demo and Assist in sound recordings. A majority of this course work is spent in the schools Digital Audio Workstation (recording studio) and incorporates skills and knowledge from the perspectives of a session musician and sound engineer. Skills and techniques in performance are also developed throughout the year as students prepare for Year 12 Units, which have a performance focus.

Year 12 Units include: Apply knowledge of genre to making music, Develop improvisation skills, Perform music as a soloist or as a group, Develop technical skills in performance, and Develop and maintain stage craft skills. This course work is directed at performance and developing students towards the external performance examination at the conclusion of the year. Students will have several performance opportunities and a chance to critique and develop the personal musicianship in a contemporary context based on the music industry.

**Note:** This description needs to be read in conjunction with the general VET information regarding fees, timetable and Work Placement.
VET Sport and Recreation

**PLEASE NOTE: Students commence this program at Heathdale in Year 10.**

The VCE VET Sport and Recreation program aims to provide students with the knowledge and skills to enhance their employment prospects in a range of sectors including, but not limited to, the sport and recreation industry. This subject requires students to complete four semesters of study. The program commences in Year 10 and all units will be completed by the end of Year 11. The subject has a large practical component that requires a good level of fitness with a range of outdoor adventure experiences.

**SIS30510 Certificate III in Sport and Recreation** (Fitness/Community Recreation or Outdoor Recreation stream)

**VCE credit:** Up to four units: two units at Units 1 and 2, and a Units 3 and 4 sequence.

Practical components and awards include: Level 2 First Aid, preparing for a bushwalk (Silver Duke of Edinburgh Award level), practice bushwalk (3 days/2 nights), tested bushwalk (3 days/2 nights), surfing, snorkelling (includes a Port Philip Bay dive with the seals), preparing and delivering sport and recreation sessions for clients (Junior or Middle School Sport).

Other Units of Competency cover topics such as Workplace Health and Safety, Conflict Resolution, Risk Management, Customer Service, Creative Thinking Skills and Time Management Skills.

Specific to the Community Recreation stream are fitness-specific units including structure and function of the human body, planning and evaluating exercise training programs.

Students will be assessed using a number of different assessment tools. There will be written assignments, theory tests and practical tests.

Assessment is competency based, so all set work must be completed throughout the year to achieve a satisfactory result. There is also an end of year examination for Units 3 and 4, which is part of the scored assessment that contributes to the student’s VCE ATAR.

**NOTE: This description needs to be read in conjunction with the general VET information regarding fees, timetable and Work Placement.**

VET Engineering

**22209VIC Certificate II in Engineering Studies** is state accredited curriculum which provides pre-employment training and pathways in the engineering, manufacturing or other related industries.

**VCE credit:** Up to four units: two units at Units 1 and 2, and a Units 3 and 4 sequence.

**Description:** Certificate II in Engineering Studies provides students with the skills and knowledge to undertake an apprenticeship in the engineering trades or with the foundation for professional engineering roles. Units 1 and 2 cover areas in computer technology, using power tools and using hand tools. Depending on the electives chosen, units can be chosen from streams in fabrication, general engineering, machining and engineering technical. Units 3 and 4 offers scored assessment and incorporates units such as producing basic engineering
sketches and drawings, handling engineering materials, performing computations and applying 5S procedures.

Units 1 and 2: six compulsory units plus a minimum of two elective units

Units 3 and 4: five compulsory units plus a minimum of one elective unit.

NOTE: This description needs to be read in conjunction with the general VET information regarding fees, timetable and Work Placement.

VET Furniture Making

MSF20313 Certificate II in Furniture Making. This includes selected units of competency from MSF30213 Certificate III in Furniture Making

Preapprenticeship is state accredited curriculum which offers students prevocational training in the cabinet making industry.

VCE credit: Up to four units: two units at Units 1 and 2, and a Unit 3 and 4 sequence

Description: This course aims to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the furniture or furniture-related industries, such as, read and interpret drawings, construct furniture using the leg and rail method, apply surface coatings by spray gun, assemble furniture components and prepare for cabinet installation. Enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

Units 1 and 2: three compulsory units of competency and a minimum of three elective units of competency.

Units 3 and 4: five compulsory units of competency.

NOTE: This description needs to be read in conjunction with the general VET information regarding fees, timetable and Work Placement.

VET Chinese

11149VIC Certificate II in Applied Language (Chinese) program is a state accredited curriculum, which offers students intensive exposure to the Chinese Language and is completed over 2 years in Year 9 and 10.

VCE credit: Two units at Units 1 and 2

22150VIC Certificate III in Applied Language is completed in Year 12.

VCE credit: Unit 3 and 4 sequence and 10% contribution to ATAR aggregate
Students learn language structures and vocabulary items to enable them to speak, read and write in Chinese in simple social and work settings. In addition, they will gain a knowledge and appreciation of Chinese culture.

**Career Opportunities:** Knowledge of a language other than English and relevant cultural skills can enhance employment prospects in a wide range of areas, including hospitality and tourism industries, government departments, community services and health, business and finance, mining, and construction industries.

**NOTE:** This description needs to be read in conjunction with the general VET information regarding fees, timetable and Work Placement.

## VCAL UNITS OF STUDY

### Intermediate Certificate

At Intermediate level, knowledge and employability skills development leads to independent learning, confidence and transferable skills. The components of an Intermediate level program are:

- VCAL Intermediate units;
- VCE Units 1 and/or 2; and
- VET Certificate II.

### Senior Certificate

At Senior level, knowledge and employability skills development leads to a high Level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership. The components of a Senior level program are:

- VCAL Senior units;
- VCE Units 3 and/or 4; and
- VET Certificate III and above

### School Based Apprenticeships/Traineeships

These are on offer to VCAL students in an area of interest, as available. These provide a certificate qualification and require one day off campus training and one day of paid work per week.

### VCAL Personal Development & Work Education Units

The purpose of these Units is to provide a development of team and work skills that are demonstrated in a student's work placement or in school projects such as the Café, Health and Wellbeing Project and other community focused projects. Students develop further knowledge of work safety and its application. Students are required to plan and organise a complex activities in a small group and are required to demonstrate leadership skills and responsibilities.

**Personal Development Skills Intermediate**
Unit 1

- Plan and organise a complex activity
- Demonstrate self-management skills for goal achievement
- Demonstrate knowledge, skills and abilities in the context of an activity or project
- Describe leadership skills and responsibilities
- Utilise interpersonal skills to communicate ideas and information.

Unit 2

- Identify planning and organisation skills relevant for the management of health or community service activities
- Demonstrate skills relevant to complex problem-solving
- Demonstrate knowledge and skills related to a hobby, study or interest
- Utilise research and development skills to present information to an audience
- Use spoken language and active listening skills to communicate complex ideas and information.

Personal Development Skills Senior

Unit 1

- Plan and organise to completion a complex project involving a range of related activities
- Apply an awareness of cultural values within a complex project
- Apply strategies to improve organisational communication
- Demonstrate leadership skills for group and team work
- Use decision-making skills in a group or team context.

Unit 2

- Develop personal goal/s involving strategies, sequences and time constraints related to a personal area of interest
- Apply evaluative and problem solving skills to planning
- Demonstrate knowledge of facts and concepts specific to a specialist or technical activity
- Manage the coordination of an activity or program
- Present and communicate ideas and information.

Work Related Skills Intermediate

Unit 1

- Learn about basic conditions and entitlements of a specific industry
- Obtain and communicate information in response to a work related OH&S issue
- Develop knowledge and understanding of OH&S in a work related context
- Identify problems or safety hazards that can affect the safety of the work environment
- Contribute to team objectives to achieve safe work procedures
- Use information and communications technology in relation to a work related activity.
Unit 2

- Learn to analyse and organise information for a work related goal
- Communicate information and ideas for a work related goal
- Plan, organise and manage activities for a work related goal
- Identify and solve problems for a work related purpose
- Work with others and in teams to achieve a work related goal
- Use information and communications technology in relation to a work related activity.

Work Related Skills Senior Level

Unit 1

- Research information about the career pathways, functions and layout of a specific industry or workplace
- Communicate ideas and information about OH&S requirements for a work environment
- Assist in the Hazard Identification Risk Assessment and Control Planning Process to meet OH&S requirements in a work related context
- Develop an OH&S plan for a work environment that addresses at least five OH&S issues
- Work with others and in teams in a work environment in accordance with defined workplace procedures
- Use information and communications technology in relation to a complex work related activity
- Use technology in accordance with OH&S guidelines in a work related context.

Unit 2

- Collect, analyse and evaluate information in a work environment
- Communicate ideas and information in a work environment
- Plan, organise and manage activities in a work environment, incorporating quality assurance processes
- Identify and solve problems in a work environment
- Work with others and in teams in a work environment
- Use information and communications technology in relation to a complex work related activity
- Identify, apply and evaluate technology in a work environment
- Show enterprise and identify opportunities in work processes.