Heathdale Christian College
Subject Descriptions

VCE, VET & VCAL offerings for 2017
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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:

- 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 Unit 3 and 4 sequence in either Mathematics Methods (CAS) or Specialist Mathematics
- a Unit 3 and 4 sequence in a VCE Language
- at least two other Unit 3 and 4 sequences.

THE ARTS

Drama

“I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being” - Oscar Wilde

VCE Drama is a rigorous and challenging subject which involves student’s creativity and imagination. Through a solid foundation in the drama practitioners - Stanislavski, Grotowski, Brecht and Artaud - students develop their own work based on stimulus material and research. Students extend and refine their abilities in manipulating styles of performance, elements and expressive skills to create engaging and thought-provoking solo and ensemble performances.

This subject involves out of class rehearsals, performance evenings as well as excursions to Theatre productions.

Through studying VCE Drama students learn more about themselves and the world they live in and are able to become excellent communicators, negotiators and creators of theatre.

Unit 1: Dramatic 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, Theatre Analysis and an end of semester written Exam.

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. Student 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, Solo Performance, Solo Performance Analysis and Theatre Analysis and an end of semester written Exam.

**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 Ensemble Performance, Ensemble Performance Analysis, Non-Naturalistic Theatre Analysis.

**Unit 4: Non-naturalistic Solo Performance**
Unit 4 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 main component of this unit is the research, development and creation of a major solo performance in response to a prescribed structure.
The assessment tasks for this unit are: Mini Solo and Solo Performance Analysis

Students will present their solo performance based on a prescribed structure for their end of year performance exam and will also be required to complete a written exam.

**Music**

VCE Music is based on active engagement in, and considered response to, all aspects of music. Students develop and refine musicianship skills and critical awareness of their relationship with music as listener, performer, composer, consumer and user of music technologies. They study music styles and genres from diverse cultures, times and locations as well as analyse and evaluate live and recorded performances and learn to incorporate, adapt and interpret musical elements and ideas from the work of leading practitioners. Through study and practise ways of effectively communicating and expressing musical ideas to an audience as performer and/or composer students develop competence in the use of digital music technologies and equipment as creative tools, broadening their versatility as music practitioners.

Music is an integral part of all cultures from the earliest of times, expressing and reflecting human experience. A study of music enables students to strengthen their own relationship with music and to be personally enriched as they develop greater control of their own musical expression. Music learning requires students’ active engagement in the practices of listening, performing and composing. As they learn in music, students apply critical and creative thinking skills to analyse and critique the work of contemporary and historical practitioners and develop their understanding of the diverse ways in which music ideas can be shaped to communicate artistic and expressive intent. VCE Music equips students with
personal and musical skills that enable them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers. VCE Music also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

Structure

The study is made up of 10 units:

<table>
<thead>
<tr>
<th>Music Performance</th>
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<td>Music Investigation</td>
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<tr>
<td>Units 3-4</td>
<td>Units 3-4</td>
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Students may enrol in all units or select specific combinations of units that cater for their interests and intended pathways.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Music Performance Units 1–4, Music Investigation Units 3–4, and Music Style and Composition Units 1–4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum. At least four to five years’ experience in learning an instrument/s is recommended before commencing VCE Music Performance and Music Investigation.

Music Performance

Music Performance Units 1 to 4 aims to broaden and enrich students’ musical experience and involves synthesis of knowledge of the music work/s being performed including their structure, style and context and their expressive qualities. Performers use musicianship skills along with instrumental techniques to present musically engaging performances. Through research and analysis of performances by leading practitioners, students become aware of ways that performance conventions, musical nuance and effective communication between performers and audience can facilitate engaging, exciting and meaningful performances. Information about selecting instruments and works for study is provided in the Study Design.

Music Performance Unit 1

Music Performance Unit 1 focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance work to address technical, expressive and stylistic challenges relevant to works they are preparing for performance. Students also develop their listening, aural, theoretical and analytical musicianship skills.

Music Performance Unit 2

Music Performance Unit 2 focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces.
They study the work of other performers and refine selected strategies to optimise their own approach to performance. They continue to develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

**Music Performance Unit 3**
In Music Performance Unit 3 students build and refine their performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. Students develop, refine and focus their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

**Music Performance Unit 4**
In Music Performance Unit 4 students focus on further development and refinement of performance and musicianship and continue preparation of a performance program they will present in the end-of-year examination. Through analyses of other performers’ interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. Students continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

**Assessment**

**Satisfactory completion**
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s performance on assessment tasks designated for the unit.

**Levels of achievement**

**Units 1 and 2**
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

**Units 3 and 4**
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Music Performance students’ level of achievement will be determined by School-assessed coursework, a Performance examination and an Aural and Written examination.

Percentage contributions to the study score in Music Performance are as follows:

- School-assessed Coursework
  - Unit 3: 20%
  - Unit 4: 10%
- End-of-year Performance examination: 50%
- End-of-year Aural and Written examination 20%
Studio Arts

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

The Aim for studio Arts is to introduce students to the role and practice of artists in society. Students will develop an understanding of the way artists work in a range of cultures and periods of time, the artist’s perception, beliefs and actions and how their artwork provokes relationship with the viewer.

Students will do this through studying:
How to express themselves creatively through art making and how to support and sustain their art practice. How to develop an individual studio practice through the use of selected media. Analogue and digital drawing and painting media to create still and animated finals, 3D media: sculpture and site specific installation, photography: analogue and digital, textiles media, printmaking, music, video art and mixed media to name a few. The list of material and techniques that can be explored is limitless. How to analyse and drawing inspiration from the ways in which artists apply studio processes in the production of their individual artworks. And developing an understanding of the historical and cultural contexts in the production of artworks, and develop and apply skills of visual analysis in relation to their own art practice and the artists they are researching. And developing an understanding of professional art practices and the role of the artist in the presentation of their artwork in a range of different galleries and to different audiences as well as art conservation.

There are no prerequisites for entry into Units 1, 2 and 3. Students must undertake Unit 3 prior to Unit 4.

Unit 1: Studio inspiration and techniques
In this unit students focus on developing an understanding of their personal studio practice and learn how to explore, develop, refine and resolve their ideas into final artworks. Through exploring sources of inspiration, students research artistic influences and develop a range of individual ideas through a variety of materials and techniques to visualise their concepts. Visual Diary documentation of the studio practice from initial idea to final artworks is a vital component for this unit and includes interpretation of art ideas and the use of materials and techniques in their studio practice as well as those of other artists.

Unit 2: Studio exploration and concepts
In this unit students are required to develop ideas through an individual studio process based on visual research and inquiry. Students will learn to explore ideas, sources of inspiration, materials and techniques through selected art forms which is documented in an individual exploration proposal. Students will generate a selection of potential directions that will inform the studio practice of final artworks. Visual Diary documentation of the studio practice from initial idea to final artworks is a vital component for this unit and includes interpretation of art ideas and the use of materials and techniques in their studio practice as well as those of other artists.

Unit 3: Studio practices and processes
In this unit students focus on their individual studio process leading to the production of a range of potential directions to be refined and produced into final artworks in Unit 4. An exploration proposal is developed by students based on their inspiration and ideas and around the media and materials they want to explore before they begin material exploration. The exploration proposal remains the reference point for Unit 4 finals. Documentation of studio inspiration, research and practice forms 60% of the overall folio production. Students will also research and refer to selected artists and artworks in different historical and cultural contexts in both folio work, as well as coursework that will be reflected in the end of year exam.
Unit 4: Studio practice and art industry contexts
In this unit students focus on planning, producing and evaluating their final artworks. They will visually present a cohesive link between their exploration proposals from unit 3 with their final artworks. The development of these artworks should reflect refinement and skilful application of their chosen materials and techniques, and the resolution of ideas and aesthetic qualities explored. Completed artworks will be accompanied with detailed annotation and descriptions of the production and refinement process. Students will be analysing artworks and the requirements and conditions of the environments of where they are displayed. They will discuss how exhibitions are prepared, presented, conservation and promoted in regards to different types of galleries as well as specific artworks.

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
If you have an interest in business, Accounting will give you the basic financial background to make a successful start to your business career.

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 have no Accounting background struggles with it at University level, where it is an integral part of most business degrees.

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.
Unit 2: Focus is on Small Business Sole Traders in a Trading Business.
Unit 3: Recording and Reporting for a Sole Trader, Single Activity Trading Business. There is open entry to Unit 3 Accounting. (No prerequisites.)
Unit 4: Control and Analysis of Business Performance. Unit 3 is a prerequisite for Unit 4.

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.

What will I be studying?

Unit 1: Choices and Consequences
Market system
Economic issues

Unit 2: Economic change:
Issues and Challenges
Global economic issues

Unit 3: Economic Activity
There is Open Entry to Unit 3 Economics, no prerequisites.
An introduction to microeconomics, the market system and resource allocation.
An introduction to Macroeconomics output, employment and income.

Unit 4: Economic Management
Macroeconomic demand management policies, fiscal and monetary.
Aggregate supply policies.

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.

**ENGLISH**

*English is a compulsory subject in the VCE and all students must satisfactorily complete three units from the English group, with at least one unit at Unit 3 and 4 level, in order to obtain their VCE Certificate.*

*All subjects in the English group will be offered for Units 1-4 in 2017 - 2018: English, English as an Additional Language, Literature and English Language.*

**English**
The study of English develops not only the skills of literacy, but also enhances students’ critical and creative thinking, aesthetic appreciation and creativity. Students engage with texts from the canon of literature as well as contemporary texts and those belonging to a wide variety of cultures.

New Study Design – Accredited Period 2016 – 2020

**Unit 1**

**Area of Study 1 - Reading and Creating Texts**

In this area of study, through analysis and discussion, students examine how writers create meaning. They study how characters and themes are developed in a literary text and explore the effect of audience and purpose on authorial choices. They also consider the writer’s world as well as the reader’s experience and how these may influence the meaning of a text. Using this knowledge, students respond in written analyses and develop their own creative responses to the texts studied.

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

In this area of study, students focus on the analysis and construction of argument. They read a range of texts and identify the verbal and non-verbal language used to position readers and viewers. Students practise written analysis of the presentation of argument and also craft and present their own reasoned, structured and supported arguments.
Unit 2
Area of Study 1, Reading and Comparing
In this Area of Study, students study a pair of literary texts, in order to explore how their themes, issues and ideas are broadened and deepened by the process of comparing them. Students also develop an appreciation of the choices open to writers. They identify and discuss important similarities and differences in the texts studied and produce a written comparison.

Area of Study 2, Analysing and Presenting Argument
In this area of study students explore texts that attempt to convince an audience to share a point of view. They identify and discuss the impact of argument and persuasive language used to influence an audience. Using their knowledge and understanding of the construction of argument, students also present their own reasoned point of view on a contemporary social issue.

Unit 3
Area of Study 1 - Reading and Creating Texts
In this area of study students examine how writers create meaning through clearly expressed and implied ideas and values in texts. They develop and justify their own detailed interpretations and analyses of texts. Students also prepare creative responses, showing their understanding of the themes, ideas and issues in selected texts. They develop an effective voice and style using the chosen features of the selected text, for example characters, narrative or dialogue, to offer an interpretation of the selected text.

Area of Study 2, Analysing and Presenting Argument
Students analyse, compare and debate recent media texts of a variety of forms, including print, non-print and multimodal texts, and develop their understanding of how language and argument work together to persuade the reader. In doing this, students develop written and spoken critical analyses of how different writers use argument and language, reasoning and textual features to persuade their readers.

Unit 4
Area of Study 1 - Reading and Comparing Texts
In this area of study students analyse and compare two texts for the ways ideas, issues and themes are developed and conveyed through character and setting, voice and structure. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

Area of Study 2, Presenting Argument
In this area of study, students use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts on a recent topical issue. They use discussion and writing to clarify their thinking and develop a viewpoint on an issue, to plan and prepare an argument and its supporting evidence, and to develop and prepare any materials to support an oral presentation. Students also identify ways of using language to engage and persuade their audience.

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 explore 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. They reflect on their own interpretations and the interpretations of others. The study encompasses texts that vary in form, culture and context. 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, and will respond creatively to the form, style and ideas of one of the texts studied.

**Unit 4**
On completion of this unit students will focus on their own and others’ responses to literary texts. They will examine how readers’ interpretations of texts are influenced by their own background, context and worldview. Students will also develop their skills in sustaining a detailed close analysis of a text and writing with clear written expression.

**English Language**

The study of English Language offers students an opportunity to investigate the structures, features and purposes of human language through an analysis of written texts and spoken communication. Students learn to deconstruct the English language into its organizational subsystems such as speech sounds, words, sentences, meaning particles, speech elements and the rules that govern both writing conventions and conversation.

VCE English Language builds on students’ previous learning about the conventions and codes used by speakers and writers of English. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change. Students studying English Language understand that uses and interpretations of language are nuanced and complex, rather than a series of fixed conventions. Students explore how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions, and to create and disrupt social cohesion.

**Unit 1: Language and Communication**
In this unit, students consider the way language is organised and explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students
investigate children’s ability to acquire language, and the stages of language acquisition across a range of subsystems.

**Outcomes:**
Identify and describe primary aspects of the nature and functions of human language.
Describe what children learn when they acquire language and discuss a range of perspectives on how language is acquired.
Mid-year examination

**Unit 2: Language Change**
In this unit, students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected. Students also consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or

**Unit 3: Language Variation and Social Purpose**
In this unit, students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers.
Students examine the stylistic features of formal and informal language in both spoken and written modes. Students learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning.
Students consider how texts are influenced by the situational and cultural contexts in which they occur. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language, and through the ways in which language varieties are used in processes of inclusion and exclusion.

**Outcomes:**
Identify and analyse distinctive features of informal language in written and spoken texts.
Identify and analyse distinctive features of formal language in written and spoken texts.

**Unit 4: Language Variation and Identity**
In this unit, students focus on the role of language in establishing and challenging different identities. Students examine both print and digital texts to consider the ways different identities are constructed.
Students explore how our sense of identity evolves in response to situations and experiences and influences how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between ‘us’ and ‘them’, creating solidarity and reinforcing social distance.

**Outcomes:**
Investigate and analyse varieties of Australian English and attitudes towards them.
Analyse how people’s choice of language reflects and constructs their identities.
3-hour end-of-year examination

**English as an Additional Language (EAL)**
The study of EAL is specific to students who have been studying English for less than 7 years and for whom English is not their first language.

This subject aims to develop literate individuals capable of critical and creative thinking. This study also develops students’ ability to appreciate, create, analyse and interpret various written and spoken texts. Students engage with texts from the contemporary world and from
the past, and use texts from Australia and from other cultures. Students studying EAL become confident, articulate and critically aware communicators who develop a sense of themselves, their world and their place within it. EAL helps equip students for participation in Australian society and the global community.

This study will build on prior learning in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

**Unit 1**
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

**Outcomes:**
Produce an analytical and a creative response to text
Analyse how argument and persuasive language can be used to position audiences in written and spoken texts and create a persuasive oral or multimodal presentation intended to position an audience
Mid-year examination

**Unit 2**
In this unit students compare the presentation of ideas, issues and themes in two texts. They also analyse arguments and the use of persuasive language in texts and present their own point of view intended to position audiences in written form.

**Outcomes:**
Produce a comparative analytical response to text
Produce a written text that presents a point of view and an analysis of the use of argument and persuasive language in written and spoken texts
End-of-year examination

**Unit 3**
In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in media texts.

**Outcomes:**
Produce a written analytical interpretation of a selected text or a creative response in oral or written form with a written explanation
Demonstrate an understanding of two or three texts by analysing and comparing the use of argument and persuasive language that present a point of view on an issue currently debated in the media.
Comprehend a spoken text through short-answer questions and note-form summaries.

**Unit 4**
In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

**Outcomes:**
Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes
Construct a sustained and reasoned point of view on an issue currently debated in the media, in the form of an oral presentation including a statement of intention
3-hour end-of-year examination
HEALTH & PHYSICAL EDUCATION

Health and Human Development

Unit 1: The Health and Development of Australia’s Youth
Students will gain an understanding of the concepts of health and individual human development and explore the interrelationships that exist within and between them. Students become aware of the differing methods for measuring health status. Interpretation of data on the health status of Australia’s youth and the examination of the determinants of health will be undertaken. Students will explore the importance of nutrition for the provision of energy and growth during the lifespan stage of youth and relevant food behaviours to youth. A detailed investigation of one health issue relevant to youth will be conducted. Assessment tasks include: case study; test; dietary analysis; research task and an examination.

Unit 2: Individual Human Development and Health Issues.
Individual human development is perceived as involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. Over the lifespan, individuals accumulate life experiences that affect both their health and individual human development. Students study the period from conception to approximately twelve years. They explore the physical development that occurs from conception to late childhood, as well as the social, emotional and intellectual changes that occur from birth to late childhood. Students also gain an understanding of the health and individual human development of Australia’s adults, including the elderly. Students explore the physical, social, emotional and intellectual changes that occur during adulthood. Assessment tasks include: case study; test; baby project and an examination.

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: The human body in motion.
In this unit students explore how the body systems work together to produce and sustain movement. Structure (anatomy) and function (physiology) of the Skeletal, Muscular, Cardiovascular and Respiratory Systems are examined including their acute responses during physical activity. Students also examine sports injuries as well as strategies to enhance performance in sporting activities. Key knowledge, such as how the body systems work together to produce and maintain movement in various sporting activities, is 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 will also be a mid-year examination.

Unit 2: Physical activity, sport and society.
Students are introduced to the role physical activity plays in the health and wellbeing of the population. Current trends in activity patterns within Australian populations are explored and discussed. Factors in society that influence the choices that people make in relation to being physically active are examined as well as the relative success of current State and National campaigns designed to promote physically active lifestyles. Key knowledge and skills will be assessed through data analysis and case study tasks. There will also be 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 multifactorial 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 journal entry.

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.
Students examine the economic instability caused by the Great Depression and its contribution to the development of different political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939 and the students will explore these events and ideas in their studies on the years prior to World War Two as well as the persecution of the Jewish people during the Holocaust.

**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. Students study the Cold War’s effects by looking at the competing ideologies of capitalism and communism.

Further areas of study involve a discussion of the Vietnam War, including the background to the conflict, the domino theory, reasons for international involvement, the anti-war movement and outcomes and consequences. Students will also study challenges and changes in countries that have experienced decolonisation and the independence movements therein. A final area of study will have the students observe the renewal of old conflicts in the Middle East and the nature of discord and change in the region over the past 50 years.

**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. We 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), Christians and our world.

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. Furthermore, an accurate understanding of the Bible enables us to understand what is really true. Finally and most importantly, Biblical study is frequently used by God to transform lives.

Unit 1: Texts in Traditions (All students complete this unit in Year 10)
In this unit, students learn about the meta-narrative of Scripture and to recognise and explain some of the different literary forms found in the Bible. Students will learn the basic skills required for the interpretation 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 end-of-year 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 their 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, Electrician, 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

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Foundation Mathematics (VCE and VCAL)

VCE Foundation Mathematics 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.

General Mathematics / Further Mathematics

VCE General Mathematics 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 Further Mathematics 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)

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.

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 calculator 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.

Specialist Mathematics

Unit 1 and 2:
Specialist Mathematics Unit 1 and 2 is aimed at students who wish to pursue an engineering degree or who enjoy and are inquisitive about Mathematics and who like to think “outside the box”. It will challenge but will also help the students to understand how Mathematics can be used to explain so many real life applications. This can include the motion of objects, profit and loss scenarios, logic, the study of Calculus and the functions which model real life phenomena.
Specialist Mathematics Units 1 and 2 taken in conjunction with Mathematical Methods Units 1 and 2 provides a thorough and comprehensive preparation for Specialist Mathematics Units 3 and 4.

The topics that the students will engage in include:
- Real and Complex Number Systems
- Algebra and Logic
- Trigonometry
- Sequences and Series
- Vectors
- Kinematics
- Calculus which is compatible with Mathematical Methods 1 and 2.
- Linear and Non Linear relationships, including Conic Sections.
- Coordinate geometry
- Probability and Statistics.

The students will be assessed by topic tests, investigative modelling and problem solving tasks as well as 2 Examinations. These tasks often will require the use of approved technology but this is not inclusive.

**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 calculator 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
This study enables students to:

- develop knowledge and understanding of key biological models, theories and concepts, from the cell to the whole organism
- examine the interconnectedness of organisms, their relationship to their environmental context, and the consequences of biological change over time including the impact of human endeavours on the biological processes of species

In VCE Biology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary biology-related issues, and communicate their views from an informed position.

Unit 1: How do living things stay alive?
In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet’s biodiversity is classified and the factors that affect the growth of a population. A student practical investigation related to the survival of an organism or species is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Unit 2: How is continuity of life maintained?
In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined. A student-directed research investigation into, and communication of, an issue related to genetics and/or reproductive science is to be undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Unit 3: How do cells maintain Life?
This unit focuses on the cell as a complex system, cellular processes and communication. The students model the formation of DNA and proteins from their respective subunits. The expression of the information encoded in a sequence of DNA to form a protein is explored.
and the nature of the genetic code outlined. Students learn why the chemistry of the cell usually takes place at relatively low, and within a narrow range of temperatures. They examine how reactions, including photosynthesis and cellular respiration, are made up of many steps that are controlled by enzymes and assisted by coenzymes. Students apply the stimulus-response model to the cell in terms of the types of signals, the position of receptors, and the transduction of the information across the cell to an effector that then initiates a response. Students examine unique molecules called antigens and how they elicit an immune response, the nature of immunity and the role of vaccinations in providing immunity. They explain how malfunctions in signalling pathways cause various disorders in the human population and how new technologies assist in managing such disorders.

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 laboratory work, practical reports, poster or media response and one 2.5 hour end of year examination.

Unit 4: How does life change and respond to challenges over time?
The purpose of this unit is to enable students to consider the continual change and challenges to which life on Earth has been subjected. Students focus on changes to genetic material over time and the evidence of biological evolution. Students examine the impact of human culture and technological applications on biological processes. They examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. Students examine how evolutionary biology and the relatedness of species is based upon the accumulation of evidence. They learn how interpretations of evidence can change in the light of new evidence as a result of technological advances, particularly in molecular biology. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.
Assessment tasks include worksheets, laboratory work, a summary report of practical activities, a response to an issue, a structured scientific 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
“Remember to give glory to the One who authored nature” Robert Boyle (Founder of Modern 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: How can chemical processes be designed to optimise efficiency?**
Students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Assessment tasks include worksheets, laboratory work, practical reports and one 2.5 hour end of year examination.

**Unit 4: How are organic compounds categorised, analysed and used?**
Students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. 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 one of twelve options chosen by the student. Options are related to astrophysics, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sport science. 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 the option chosen. 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 answering the following fascinating question: How do fields explain motion and electricity? This unit is sub-divided into three areas of study outline below, each one having an outcome to be assessed:

How do things move without contact? On completion of Area of Study 1, the student should be able to analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.

How are fields used to move electrical energy? On completion of Area of Study 2, the student should be able to analyse and evaluate an electricity generation and distribution system.

How fast can things go? On completion of Area of Study 3, the student should be able to investigate motion and related energy transformations experimentally, analyse motion using Newton’s laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein’s theory of special relativity.

Unit 4
This unit focuses on answering another fascinating question: How can two contradictory models explain both light and matter? This unit is sub-divided into three areas of study outlined below, each one having an outcome to be assessed:

- How can waves explain the behaviour of light? On completion of Area of Study 1, the student should be able to apply wave concepts to analyse, interpret and explain the behaviour of light.
- How are light and matter similar? On completion of Area of Study 2, the student should be able to provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.
- Practical investigation (undertaken either in Unit 3 or Unit 4, or across both units). On completion of Area of Study 3, the student should be able to design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

A variety of School-Assessed Coursework (SACs) are used to achieve the required outcomes in both Unit 3 and Unit 4. They include tests, practical reports, data analysis and a trial examination. The students will sit the VCE exam, externally assessed by VCAA 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, Astronomy, Astrophysics, 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, Nanotechnologist, Oceanographer, Pharmacist and Radiographer, Secondary Teacher and Lecturer…to name but a few of the possible pathways!

Psychology

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

*Why Study Psychology?*
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?

Psychology helps you understand yourself, others and the world.

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

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: How does experience affect behaviour and mental processes?
The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved.

Unit 4: How is wellbeing developed and maintained?
Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors.
Assessment tasks include two of the following: annotations of practical activities from a logbook, evaluation of research, a report of a student investigation, an analysis of data including generalisations and conclusions, a visual presentation, media analysis/response, a response to a set of structured questions, a reflective blog/learning journal related to selected activities or in response to an issue, a test, plus a structured scientific poster and an end-of-year examination covering Units 3 & 4.
TECHNOLOGY

Product Design and Technology: Textiles
VCE Product Design and Technology (Textiles) allows students to experience the processes and techniques that are used in the real textile and other design industries. They learn valuable skills in working with a client and to a brief. They design product options to address their brief and fulfil the wants and needs of their client. They learn to plan for all stages of production and to complete detailed risk assessments prior to producing their product. Students develop and refine their sewing skills with increasingly complex techniques as they follow self-written timelines to complete their product.

The study of Textiles provides skills and knowledge that can be applied to a variety of industries and career paths. Some examples of design and textiles related fields are dressmaking, millinery, fashion design, interior design, quilting, fabric design & production, tailoring, jewellery and accessory design/making, wig making, costume design/making, upholstery and clothing alterations. The skills developed in client communication, production planning, sustainability in design and knowledge of product life cycle are also highly valuable and can be transferred into an extensive range of other careers as well as being useful life skills.

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. The original product will be a choice between a pair of tailored pants or a corset top. Students will select, 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, a design folio documenting the design and production process, a finished product and a mid-year examination.

Unit 2: Collaborative Design & Fashion History
In this unit, the student works both individually and as a member of a small design team, to create a collection of garments that complement one another and are inspired by the fashions of a period in history. Groups will have the option of delving into the world of costume by basing their clothing/accessory collection around a show and creating a series of costumes. Demonstration of achievement will be based on the student’s performance on a selection of assessment tasks, including design folios, finished products 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. Students will examine how deeper analysis of an end-user’s wants and needs can lead to innovative design conclusions. They will investigate the processes designers have gone through to fulfil and need and create a unique product and apply innovation to their own design work. Assessment tasks include written tests, a highly detailed 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 and provide care instructions for their finished product. Assessment tasks include tests, design folio, school assessed task (finished product) 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 of eating well and stay healthy. Enjoy exploring new recipes as you prepare your selected food products. Practise your research, analytical and decision-making skills. Use your artistic and creative talents as you present food attractively. Develop skills in food photography. Practise your skills in numeracy through the preparation of new and exciting recipes. Consider issues relating to food choices, health and well-being, and its application relating to the preparation, cooking and presentation of healthy food. Develop analytical skills as you evaluate the preparation of your food production and organisational and management skills. Look at the historical aspects of food and its origins around the world. Study Australian cuisine. Examine environmental and ethical issues relating to food selection and production. Investigate the science of food and the physiology of eating.

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

UNIT 1: FOOD ORIGINS
Area of Study 1 - Food around the World
In this unit, students study explore the origins and cultural roles of food from early civilizations through to today’s industrial and globalised world. There will be an emphasis on natural resources, climatic influences and social circumstances, through a study of cuisines and cultures. This will include the study of hunter/gatherers and early agricultural systems.

Students will demonstrate practical skills, including organisational and technical skills as they enjoy preparing, cooking and presenting food. There will be a selection of early cultural and more contemporary foods in the selection of recipes. The practical component explores the use of ingredients available today and links them to earlier cultures. There will be an emphasis on the global spread of food production and growth of trade in food commodities, such as grains, teas, coffees, chocolate, salt, spices and sugar.

Area of Study 2 - Food in Australia
In this area of study, the students will focus on historical and cultural foods in Australia, with an emphasis on indigenous foods. Students will conduct research into foods and food preparation techniques introduced by immigrants. Production component will included the use of indigenous ingredients together with cuisines introduced by migrants and their influence on the Australian cuisine – food taste and behaviours.
There will be an emphasis on food trends and development of Australian cuisine. Assessment tasks include food production, together with records of food production plans and evaluations of food products. Theoretical knowledge will be tested. There is a mid-year examination.

Practical Application in Both Areas of Study, 1 & 2
Students will apply principles of safe and hygienic food practices in a range of practical activities. They will demonstrate practical and organisational skills in relation to the preparation, cooking and presentation of food.

Students investigate various methods in the preparation, processing, cooking and presentation of foods to optimise the physical, sensory and chemical properties of food.

UNIT 2: FOOD MAKERS
In this Unit, students investigate food systems in contemporary Australia. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Area of Study 1 - Food Industries
This Unit will focus on commercial food production in Australia and encompasses primary production, food processing and manufacturing, and the retail and food service sectors. This includes steps in the process of developing new products, based on the design process. The influence of consumer demand on the food supply and the role of media will also be studied.

Production activities will be based on an emphasis on the design process. Students will enjoy preparing foods to meet a specific need in the community and the domestic market.

Area of Study 2 - Food in the Home
Students will study food production, focussing on domestic and small-scale environments. Consideration will be given to the effective provision and preparation of food in the home, and analysis of the benefits and challenges of developing and using practical food skills in daily life. Students will demonstrate these skills as they design new food products and adapt recipes to suit particular needs and circumstances.

Assessment for this Unit will include two outcomes based on practical food solutions, in response to needs in the community and domestic setting. Assessment tasks include food production and testing theoretical knowledge. There is an end-of-year examination.

Practical Application in Both Areas of Study, 1 & 2
Students will apply principles of safe and hygienic food practices in a range of practical activities. They will demonstrate practical and organisational skills in relation to the preparation, cooking and presentation of food.

Students will also investigate various methods in the preparation, processing, cooking and presentation of foods to optimise the physical, sensory and chemical properties of food.

UNIT 3: FOOD IN DAILY LIFE
In this Unit, students will investigate the many roles and every-day influences of food.

Area of Study 1 - Science of Food
Students will investigate the physiology of eating and appreciating food, and the microbiology of digestion. They will investigate the functional properties of food and the changes that occur during food preparation and cooking. This includes analysis of Australian Dietary Guidelines and the Australian Guide to Healthy Eating, together with an understanding of nutrient requirements.

Area of Study 2 - Food Choice, Health and Well-Being
This area of study will focus on patterns of eating in Australia and the influences on the food we eat. Students will examine relationships between social factors and food access and choice, and its link to psychological factors.
This study will explore the role of media and advertising on the formation of food habits and beliefs, and investigates the principles of encouraging healthy food patterns in children.

*Practical Application in Both Areas of Study, 1 & 2*
Students will apply principles of safe and hygienic food practices in a range of practical activities, with a particular emphasis on nutritious and healthy meals for children and families. They will demonstrate practical and organisational skills in relation to the preparation, cooking and presentation of food.

Assessment and satisfactory completion of Unit 3 will be based on a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate a key knowledge and key skills in the outcomes.

**UNIT 4: FOOD ISSUES, CHALLENGES AND FUTURES**
Students will examine debates about Australian and global food systems.

*Area of Study 1 - Environment and Ethics*
This Unit focusses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage and use and management of water and land.

Students will conduct a critical inquiry and research environmental and ethical issues, relating to the selected debate on solving problems and supporting sustainable futures. Emphasis will be on primary food production and on food processing and manufacture.

Students will apply principles of research and analysis, to draw conclusions on the selected topic.

*Practical Application*
Students will apply principles of safe and hygienic food practices in a range of practical activities, demonstrating and understanding of sustainable and ethical food choice and preparation. They will demonstrate practical and organisational skills in relation to the preparation, cooking and presentation of food.

*Area of Study 2 - Navigating Food Information*
Students will focus on individual responses to food information and misinformation, and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They will consider how to access information and to draw evidence-based conclusions to navigate contemporary food fads, trends and diets. An investigation will be completed, taking into consideration the evidence-based recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

*Practical Application*
Students will practise and improve their food selection skills by interpreting food labels and packaging. There will be an opportunity to enjoy creating and demonstrating their practical skills through the preparation, cooking and presentation of a selection of foods that reflect the Australian Guide to Healthy Eating.

Assessment and satisfactory completion of Unit 4 will be based on a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate a key knowledge and key skills in the outcomes.

Unit 3 will contribute 30% of the Study Score.
Unit 4 will contribute 30% of the Study Score.
End-of-year external examination will contribute 40%.
LINKS TO CAREERS
Food and Hospitality – Chef and Food & Beverage / Restaurant
Home Economist, Dietitian / Nutritional Studies
Sport and Recreation / Personal Trainer
Nursing, Childcare Worker, Human Development Studies
Food Technologist – Food Processing and Marketing
Historian – Study of Culture and Society

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 and each unit contains two areas of study.

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.

**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) have some particular timetable considerations -

**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. (1 or 2 additional periods during school hours may also be required).

**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 Fees?
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. Please note that these charges are not debited to parents accounts until Term 4 after the funding has been allocated to minimise the costs as much as possible. Please budget for this late charge.

VET Hospitality

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

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 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 knowledge and skills that are based on the Australian Music Industry. The duration of this course is two years.  
CUA30915 Certificate III in Music Industry (Performance)  
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, Perform Music as part of a group ensemble, Prepare for performance, 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, a live sound engineer and an audio recording 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 Australian 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.

Specific to the Outdoor Recreation stream units including Plan outdoor recreation activities and Guide outdoor recreation activities. Students will be in charge of running of the Grade 6 Bushwalk.

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

This Certificate 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

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 everyday 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.

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.

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 Related Skills
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

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.