Please note the contents of this document were accurate at the time of printing.

Print Date: 11 July 2016
Dear Students, Parents and Carers,

Welcome to Fitzroy High School’s and Collingwood College’s Senior Program Guide. This shared program guide is a symbol of the two school’s continued commitment to provide the best senior school opportunities for both student communities. In collaborating in an innovative, responsive, personalised and future-oriented senior school environment, the partnership looks to optimise student outcomes for all students.

This is a very exciting time for current Year 10 students, in the process of making significant decisions for the senior and final years of secondary school, and it is an important time for current Year 11 students, refining programs for Year 12, the final stage of the secondary school journey.

There are a number of factors to be taken into consideration. Importantly, decisions need to be made with a future-focus. A senior program needs to open up a future, which offers opportunity and flexibility. The course and subject choices will be critical to success, leading to a variety of pathways namely higher education, training or employment.

We, therefore, want to provide a range of educational options for all of our students moving into to their senior secondary years. This includes VCAL, which is an alternative to VCE. VCAL is vocational and practical. It is a realistic option for students who thrive in a hands-on learning environment and want to go straight into the workforce or further vocational training following secondary school.

In the time we have been offering VCE, and now also VCAL, we have established a legacy of student success, demonstrated by strong academic results and transition to tertiary studies. Through our partnership, as well, with the Inner Melbourne VET Cluster (IMVC), students can access an extensive range of VET certificate courses. Many of our former students have gone on to tertiary studies to specialise in the area they studied in VET. At Collingwood and Fitzroy VET subjects are offered. Students will have access to their VET teacher beyond the face-to-face class time. This is beneficial in a busy senior school schedule.

Next year, will be full of challenges. We wish you well with your decision-making and planning and look forward to working with all our students and families in 2017.

Christopher Millard
Senior Programs Leader
Fitzroy High School and Collingwood College
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Frequently Asked Questions

What is the VCE?
The Victorian Certificate of Education (VCE) is the certificate that most students in Victoria receive on satisfactory completion of their secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

When can I start my VCE?
The VCE is usually done in Year 11 and Year 12 but can be started in Year 10. About half of Victorian Year 10 students take some VCE units.

What studies can I choose?
The VCE VET programs can also provide a nationally recognised industry qualification.

What can I choose from at my school?
Each school decides the VCE studies and VCE VET programs that it will offer. At Fitzroy High School and Collingwood College, Senior School offerings are determined by student interest. We will advise you on study choice. If a particular study that interests you is not available, it may be possible to do it outside of school, for example at:

- Distance Education Victoria: distance.vic.edu.au
- Victorian School of Languages: vsl.vic.edu.au

In order to offer the largest possible VCE/VCAL curriculum, the two schools Fitzroy High and Collingwood College, have combined their senior program offerings. As such, you may end up taking classes at both campuses.

What should I consider when choosing my studies?
When making your choice you should consider studies that:
- interest you
- you are good at
- lead to a job that interests you
- prepare you for further training or tertiary courses.

A comprehensive careers program is in place to assist you to make a final decision.

How is the VCE organised?
A VCE study is made up of units. A unit is half a year, or one semester, in length. Units 1 and 2 can be taken as single units – that is, just the Unit 1 or just the Unit 2 – but Units 3 and 4 must be taken as a sequence of two units and in the one year.

A VCE program will generally consist of 20 to 24 units taken over two years, although you can vary the number of units that you do in one year. You may take more than two years to complete your VCE. Units 3 and 4 are normally taken in your final year at school. If you are planning to take Units 3 and 4 studies in Year 11, remember that these are more difficult than Units 1 and 2.
What must I include in my VCE program?
To earn your VCE, you must satisfactorily complete at least 16 units.

Regardless of how many units you do altogether, you must satisfactorily complete:

1. At least three units from the English group listed below:
   - Foundation English Units 1 and 2
   - English Units 1 to 4
   - English as an Additional Language (ESL) Units 3 and 4
   - English Language Units 1 to 4
   - Literature Units 1 to 4
   - Bridging EAL Units 1 and 2 (tbc)

2. At least one of these units must be at Unit 3 or 4 level. However, VTAC advises that for the calculation of the ATAR, students must satisfactorily complete both Unit 3 and Unit 4 of an English sequence.

3. Three sequences of Unit 3 and 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or VCE VET programs. If you intend to apply for tertiary entrance at the end of your VCE, you need to be aware that the Victorian Tertiary Admissions Centre has additional requirements for the calculation of the ATAR.

How many subjects do I have to study each year?
The VCAA does not prescribe a minimum number of subjects/units that students have to study each year. You can take as long as you need to complete the VCE. However, Fitzroy High policy is that all timetables must comprise six subjects in Year 11 (12 units) and five subjects in Year 12 (10 units), generating a total of 22 VCE units.

What are the attendance requirements for the VCE?
All VCE units require 50 hours of class time. You need to attend sufficient class time to complete work. Your school sets minimum class time and attendance rules. Fitzroy High School has set a minimum of 90% attendance to pass in any subject, including Advisory.

What is a study score?
A study score shows how well you have performed in a study at Units 3 and 4 level, compared to everybody else in Victoria who took that study. Study scores calculated by the VCAA will be used by the Victorian Tertiary Admissions Centre (VTAC) to calculate the ATAR. The maximum study score is 50. Each year, and for every study, the mean study score is set at 30. A score of between 23 and 37 shows that you are in the middle range of students; a score of more than 38 indicates that you are in the top 15%.

For studies with large enrolments (1,000 or more):
- 2% of students will get a score on or above 45
- 9% of students will get a score on or above 40
- 26% of students will get a score on or above 35
- 53% of students will get a score on or above 30
- 78% of students will get a score on or above 25
- 93% of students will get a score on or above 20.

How can I earn a study score?
At Units 3 and 4 level, there are three Graded Assessments for each study, consisting of School-assessed Coursework (SACs), School-assessed Tasks (SATs) and examinations.
VCE VET subjects that have scored assessment have two Graded Assessments. The Graded Assessments are different for each study and contribute towards the study score in different ways.

If you complete at least two Graded Assessments, and have satisfactorily completed both Units 3 and 4, you will be awarded a study score.

**How is the study score calculated?**

To calculate the study score, the VCAA combines the standardised scores for each of your Graded Assessments. Each graded assessment in a study contributes a specific percentage, or weighting, to the final study score.

Once the scores have been standardised, weighted and totalled your total score is compared with the scores of all other students in that study and then converted to a score out of 50.

**About the GAT**

The General Achievement Test (GAT) is a test of general knowledge and skills in written communication, mathematics, science and technology, humanities, the arts and social sciences. The GAT is an important part of VCE assessment. Although it doesn’t count towards your VCE results or your ATAR, the GAT plays an important role in checking that your school assessments and external examinations have been accurately assessed. Therefore, if you are enrolled in Units 3 and 4 of any VCE study or any VCE VET scored program – whether in Year 11 or Year 12 – you must sit the GAT. Your GAT results will be reported with your Statement of Results.

**How does the GAT affect my VCE results?**

The General Achievement Test (GAT) is an important part of the VCE assessment procedures. Although GAT results do not count directly towards a student’s VCE results, they play an important role in checking that school assessments and examinations have been accurately assessed.

**How do I get an ATAR?**

An Australian Tertiary Admission Rank (ATAR) is calculated by VTAC using VCE study scores. VTAC uses the ATAR in the process of offering university places. To get an ATAR you must complete both Units 3 and 4 of an English study (from the group above) and three other Units 3 and 4 studies in addition to the English requirement. You must also get a study score for these. VTAC places restrictions on certain combinations of VCE and VET studies so if you intend to apply for an ATAR at the end of your VCE. Talk to your VCE coordinator about these rules.

**How is the ATAR calculated? How are subjects scaled?**

The Australian Tertiary Admission Rank (ATAR) is calculated by the Victorian Tertiary Admissions Centre (VTAC) from your study scores.

**What do I need to satisfy the VCE?**

To get the VCE you need to satisfy the VCE program requirements described earlier. Your school will decide whether or not you have satisfactorily completed the units in your VCE program. Satisfactory completion is reported as an ‘S’. Not meeting the requirements for satisfactory completion is reported as an ‘N’. Each unit of VCE study has a set of outcomes that must be achieved in order to get an ‘S’ result for that unit. The outcomes describe what you are expected to know and be able to do by the time you have completed the unit. Outcomes include key knowledge and skills. Each unit of a VCE study has between two and four outcomes.

**How will I be assessed in Units 1 and 2?**

Assessment in Units 1 and 2 is school based. Your teachers will set a range of assessment tasks to see how you are progressing. These tasks will have deadlines and you need to have a very good reason for extending a deadline, so you should plan well to get all of your work done on time. If you fail to meet your school’s deadlines, you may not satisfactorily complete a unit. For Units 1 and 2, as well as giving you an ‘S’ or ‘N’ for
units, some schools may also give you a grade for your assessment tasks. These grades will not be reported to the VCAA.

How will I be assessed in Units 3 and 4?
For Units 3 and 4, you will get grades or marks for your assessment tasks as well as the ‘S’ or ‘N’ for the satisfactory completion of a unit. In each VCE study there are three Graded Assessments at the Units 3 and 4 level, which consist of two school assessments and one examination or one external assessment (with the exception of Mathematics courses, which have two end-of-year examinations). Every VCE study has at least one examination or external assessment. At the Units 3 and 4 level the VCAA supervises the assessment of all students – both at the school and in the examinations. A similar process of assessment applies to scored VCE VET programs, that is, they have a school assessment and an examination. Your school will be able to tell you which VCE VET programs are scored.

Types of assessment in Units 3 and 4
In the VCE there are two kinds of assessment in Units 3 and 4. The first kind is assessment done at school. Your teachers will set assessment tasks that are done mainly in class time. These are often referred to as SACs. The second kind is the examination/s in each VCE study. These can be written, oral, performance or electronic. Most are held in November, but performance and language studies also have examinations in October. For all forms of assessment, both school assessment and examinations, the VCAA has careful procedures to ensure that all schools throughout the state are marking to the same standard. They involve statistical procedures and multiple checks on each aspect of your assessment. The GAT is part of this process.

Statement of Results
If you are taking Units 1 and 2 only, you will receive a Statement of Results through your school. If you are taking Units 3 and 4, the Statement of Results will be sent to you by the VCAA in December. The Statement of Results will indicate whether or not you gained an ‘S’ or ‘N’ for every unit you enrol in – Units 1, 2, 3 and 4. Your assessments in Units 3 and 4 for School-assessed Coursework, School assessed Tasks, examinations or other external assessments will be reported as a grade from A+ to E or UG (ungraded).

If you achieve two or more graded assessments and receive ‘S’ for both Units 3 and 4 in a study in the same year, you will receive a study score. The study score is calculated on a scale of 0 to 50 and is a measure of how well you performed in relation to all others who took the study. The study scores calculated by the VCAA will be used by VTAC to calculate your ATAR.

If you have completed VCE VET units, these will be shown on your Statement of Results. If you have completed a full VCE VET program, you will receive a separate certificate from the Registered Training Organisation (RTO) in addition to your VCE. If you have undertaken assessment for a study score in a VCE VET program, your score will be included on the Statement of Results along with VCE studies.

VCE Certificate
You will receive a certificate if you have satisfied the requirements for completing the VCE.

Higher Education Studies in the VCE
If you are a high achiever looking for an extra challenge, a Higher Education study may interest you. A Higher Education study can count towards satisfactory completion of your VCE and is equivalent to at least 20 per cent of a full-time first year university course. You may enrol in only one Higher Education study as part of your VCE. If you enrol in a Higher Education study, it will be one of the following:

• Extension Study contains curriculum that is linked to, and is an extension of, an existing VCE study. For example, a student may study VCE Biology at school and also take an Extension Study in a branch of Biology at university. Often the VCE study is a prerequisite for the university study and will need to have been completed with a study score of 41 or greater.
• **Advanced Standing Study** contains curriculum that is not available in any current VCE subject and it may not require a prerequisite. For example, a student might start a nursing degree at university while studying VCE Units 3 and 4. Satisfactory completion of a Higher Education study can contribute to your ATAR as a fifth or sixth VCE study. You will usually be able to progress to second year level at university for the particular study, if you are selected for the course to which the study belongs. A summary of the Higher Education studies offered by participating universities can be found at: [http://www.vcaa.vic.edu.au/pages/vce/studies/studiesextension.aspx](http://www.vcaa.vic.edu.au/pages/vce/studies/studiesextension.aspx)

**How can I get into university or TAFE?**

VTAC calculates your ATAR using the VCAA study scores for Units 3 and 4. Other studies used in the calculation of your ATAR can include VCE VET programs and a Higher Education study. The ATAR is an overall measure of a student’s achievement in relation to that of other students. It allows tertiary institutions to compare students who have completed different combinations of VCE studies and is reported to you as a rank between 0.00 and 99.95 with increments of 0.05.

Further details about this process and tertiary selection are given in the following VTAC publications:

- ABC of Scaling A copy is mailed with the ATAR statement in December on completion of the VCE.
- Choice! Year 10 booklet available through schools.
- VTAC Guide available at newsagents and on the VTAC website.
- Victorian Tertiary Entrance Requirements (VICTER) in newspapers late July and on the VTAC website.
- VTAC website: vtac.edu.au

**VCE Baccalaureate**

The VCE (Baccalaureate) has been designed to provide further information about the kind of senior secondary program of study a student has undertaken within the very flexible structure of the VCE. It also provides an additional form of recognition for 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.

The VCE program of study must include:

- a Units 3 and 4 sequence in English or Literature or English Language with a study score of 30 or above; or a Units 3 and 4 sequence in EAL with a study score of 33 or above
- a Units 3 and 4 sequence in either Mathematics Methods or Specialist Mathematics
- a Units 3 and 4 sequence in a VCE Language
- at least two other Units 3 and 4 sequences
What is the VCAL?
The VCAL is an alternative to the VCE and is a hands-on option for Year 11 and 12 students. The VCAL gives you:

- Practical work-related experience
- Employability skills
- Literacy and numeracy skills
- Personal skills that is important for life and work.

Students who do the VCAL are likely to be interested in training at TAFE institutes, doing an apprenticeship, or getting a job after completing school. Once you have completed your VCAL, you will have knowledge and skills that are a useful preparation for a trade or industry certificate. The VCAL has three levels – Foundation, Intermediate and Senior. The VCAL’s flexibility offers you a study program that suits your interests and learning needs.

You choose accredited modules and units for each of the following compulsory strands:

- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills

What if I haven’t decided exactly what I want to do?
If you are undecided about what you want to do, VCAL is a good option in Year 11. You can choose to complete a VCAL in Year 11 and then transfer to the VCE. Alternatively, you can complete a VCAL certificate in Year 11 and then do further education or training at the next VCAL certificate level. You might also choose to continue your training, do an apprenticeship or start work.

When can I do the VCAL?
You can begin your VCAL program in Year 11 or Year 12 of secondary school.

Are there any entry requirements?
No. You begin the VCAL at a level suitable to your capabilities. Your teacher or careers counsellor will be able to help you decide which level is suitable for you.

How long will it take me to complete?
The time it takes depends on how your VCAL program is structured. Generally speaking, a VCAL certificate can be completed in one year as long as all aspects of the certificate requirements are met.

What do I get after successfully completing the VCAL?
You will receive a VCAL certificate for either Foundation, Intermediate or Senior level, depending on the VCAL level you chose to complete. You will also get a Statement of Results from the VCAA, listing all completed VCAL, VCE and VCE VET units, and a Statement of Attainment from the RTO for VET or Further Education training that you have completed.

What do I study?
Your teacher or careers counsellor can help you develop a VCAL program that suits your particular learning needs and interests. You can select units and modules from each of the following four VCAL strands.
Strand 1 – Literacy and Numeracy Skills
Your VCAL program must include literacy and numeracy subjects. These can be selected from VCAL Literacy Skills and VCAL Numeracy Skills units, VCE English and Mathematics.

Strand 2 – Industry Specific Skills
Your VCAL Intermediate or Senior program must include units from VET certificates. However, you are not required to focus on, or complete, any single VET certificate. For example, you can choose to undertake various units from a range of VET certificates to meet the VCAL requirements, and gain experience in a range of vocational areas. The range of VET options is extensive and examples include automotive, engineering, building and construction, hospitality, retail, multimedia, information technology, agriculture, horticulture, warehousing and hair and beauty.

Strand 3 – Work Related Skills
In this strand you study units that will help prepare you for work, for example occupational health and safety or job interview skills. In order to develop employability skills, VCAL also gives you the choice to undertake a structured workplace-learning placement, a school based apprenticeship or traineeship and/or part-time work.

Strand 4 – Personal Development Skills
As part of your VCAL program you will take part in community-based projects and activities that promote health and wellbeing and develop self-confidence, teamwork and other skills important for life and work.

I have already started a VET certificate. Will this count towards my VCAL?
Yes. You should speak to your teacher or careers counsellor to work out how much of your previous study counts towards your VCAL and to plan the remainder of your VCAL program.

I have already done a VCE subject. Will this count towards my VCAL?
Yes, if you have an ‘S’ result for the VCE unit it will count towards your VCAL. You should speak to your teacher or careers counsellor to plan the remainder of your VCAL program.

Can I swap to the VCE if I change my mind?
If you decide to take this option, discuss it with your teacher or careers counsellor.

Will part-time work count towards my VCAL?
Part-time work can contribute to your VCAL. Other work activities that might contribute to your VCAL include:

• A school-based apprenticeship or traineeship
• Voluntary work
• Structured workplace learning placements

Statement of Results
If you are undertaking a VCAL and have not taken any VCE Units 3 and 4 studies you will receive a Statement of Results through your school. If you have taken VCE Units 3 and 4 studies, your Statement of Results will be mailed to you by the VCAA in December. The Statement of Results will list all VCAL units that you completed satisfactorily. It will also list all VCE units studied whether or not you completed them satisfactorily. Satisfactory completion is reported as an ‘S’. Not meeting the requirements for satisfactory completion is reported as an ‘N’. If you have completed VCE VET units, these will be shown on your Statement of Results and if you have completed a full VCE VET program, you will receive a separate certificate from the RTO in addition to your VCAL.
VCAL Certificate
You will receive a certificate if you have satisfied the requirements for completing the VCAL.

Where can VCAL take me?
The VCAL will give you practical work related experience and a qualification that will be recognised by TAFE institutes and employers. Together these will help you move from school to work, an apprenticeship or traineeship and/or further training at TAFE. Students planning to go straight to university should do the VCE, which allows them to gain an ATAR calculated by VTAC. If you are studying the VCAL at Senior level and decide that you might be interested in going on to university, check with your teacher or careers counsellor because some universities will consider students with a VCAL Senior Certificate for admission.

How is VCAL Assessed?
All units in your VCAL program are assessed by your teacher and/or RTO. Students who include VCE studies in their VCAL can refer to the VCE section of this book for further information on assessment.

What must I do to get my VCAL?
To get your VCAL you must successfully complete a learning program that contains a minimum of 10 credits (units). The program must include:

• A minimum of one credit for each of the VCAL curriculum strands (Literacy and Numeracy Skills, Industry Specific Skills, Work Related Skills and Personal Development Skills)
• A minimum of two VCAL units
• One credit for numeracy
• Six credits at the VCAL level attempted (Foundation, Intermediate or Senior) or above this level. One of these credits must be for Literacy and one for Personal Development Skills.

At the VCAL Intermediate and Senior levels the program must also include VET units totalling at least 90 hours. A VCAL program may also include VCE studies and Further Education units. One credit is awarded for 90 hours of a Further Education unit.

VET

There are three ways to include VET as part of your VCE. If you complete a VET qualification in any of these ways, you will receive a certificate from the Registered Training Organisation (RTO) as well as credit in the VCE.

VCE VET programs

VCE VET students do vocational training programs as part of their VCE. Currently there are more than 30 VCE VET programs to choose from. A program booklet for each of the VCE VET programs is available on the VCAA website at: vcaa.vic.edu.au

VCE VET will contribute towards satisfactory completion of your VCE and also give you a qualification that is recognised around Australia. It can also lead to further training, for example at a TAFE institute. VCE VET programs that have Units 3 and 4 can be included in the calculation of the ATAR by VTAC. If you are interested in a particular area of work, ask your school VCE or VET coordinator how a VCE VET program in this area will contribute to your VCE.
Block Credit
If you are interested in doing a vocational training certificate that is not available as a VCE VET program or a school-based apprenticeship or traineeship, it is possible you may be able to count this training towards satisfactory completion of your VCE. Block credit is the name given to this arrangement. Ask your VET coordinator for more information about this.

VET IN THE VCE
VCE VET programs are designed to:
- Expand vocational opportunities for senior secondary students
- Link schools to industry and training providers
- Help meet the needs of industry
- Prepare young people for the workplace of the future
- Provide opportunities for students to participate in workplace learning.

How is the VET qualification translatable?
All training qualifications are within the National Training Framework. They are comprised of industry competency standards/modules and are delivered by Registered Training Organisations.

How do certain types of VET course help me?
All VCE VET units, with a Units 3 and 4 sequence, make a contribution to the ATAR (Australian Tertiary Admissions Rank), either by providing a 10% increment to the ATAR or by inclusion in the primary four subjects for the calculation of their ATAR for those VET programs with scored assessment.

What do I get if I finish a VCE VET program?
On successful completion of the VCE and a VET program students will receive a:
- VCE certificate
- A nationally recognised VET qualification
- Enhanced training pathways and
- Enhanced employment opportunities.

Scored VET subjects (Units 3 and 4 sequence)
- Business
- Community Services
- Dance
- Electrotechnology
- Engineering
- Equine
- Financial Services
- Furnishing
- Hospitality
- Information Technology
- Interactive Digital Media
- Laboratory Skills
- Music
- Sport and Recreation

NB: Certificate III in Sport and Recreation (Fitness Stream) will run at Fitzroy High School.
### VET Subjects offered through the IMVC

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<td>22070VIC</td>
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<td>HLT32412</td>
<td>Certificate III in Allied Health Assistance</td>
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<td>ACM20110</td>
<td>Certificate II in Animal Studies</td>
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<td>LMT21707</td>
<td>Certificate II in Applied Fashion Design &amp; Technology &amp; selected units from LMT31407 Certificate III</td>
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<td>22015VIC</td>
<td>Certificate II in Automotive Studies (General) Prevocational</td>
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<td>22015VIC</td>
<td>Certificate II in Automotive Studies (Paint &amp; Panel) Prevocational</td>
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<tr>
<td>22216VIC</td>
<td>Certificate II in Building &amp; Construction (Bricklaying) Pre-apprenticeship</td>
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*This list is accurate as of 5/10/2015 – will be updated in Term 3, 2016.*
Glossary

**Australian Tertiary Admission Rank (ATAR)**
The overall ranking on a scale of 0.00 to 99.95 that you receive, based on your study scores. The ATAR is used by universities and TAFE institutes to select students for their courses. It used to be called an ENTER.

**Department of Education and Training (DET)**
The government department that administers apprenticeships and traineeships.

**General Achievement Test (GAT)**
The test that is done by all students doing a VCE Units 3 and 4 sequence or scored VCE VET Units 3 and 4 sequence.

**Outcomes**
What you are expected to know and be able to do by the time you have finished a VCE unit.

**Registered Training Organisation (RTO)**
An institution that has been approved by the Victorian Registration and Qualifications Authority (VRQA) to deliver specified training programs.

**Satisfactory completion**
This means you have achieved the outcomes for the unit. You get an ‘S’ for the satisfactory completion of a unit. If you do not satisfactorily complete a unit, you get an ‘N’ for it.

**Semester**
Half of the academic year. Most units last for one semester.

**Sequence**
The order in which you do your VCE units, for example a Units 3 and 4 sequence.

**Statement of Attainment**
A record of recognised learning that may contribute towards a qualification in the VET sector.

**Statement of Results**
A set of documents that formally state the results you achieved in the VCE and/or VCAL, and whether or not you have graduated.

**Studies**
The subjects available in the VCE.

**Study score**
A score with a maximum of 50, which shows how you performed in a VCE study or scored VCE VET program, relative to all other students doing that same study. It is calculated using the scores achieved in each of the three graded assessments for the study.

**Technical and Further Education (TAFE)**
TAFE institutes offer a range of mainly vocational tertiary education courses up to the level of advanced diploma.
Units (VCAL)
Accredited units in Literacy and Numeracy Skills, Personal Development Skills and Work Related Skills that contribute as credits towards the VCAL.

Units (VCE)
The parts of a study in the VCE. There are usually four units in a study, numbered 1, 2, 3 and 4.

Victorian Curriculum and Assessment Authority (VCAA)
The State Government agency responsible to the Minister for Education for the management of the VCE and VCAL.

Vocational Education and Training (VET)
This refers to nationally recognised vocational certificates.

Victorian Tertiary Admissions Centre (VTAC)
VTAC is responsible for calculating and distributing the ATAR and for processing student applications for tertiary entrance to universities, TAFE institutes and other further education colleges.
## Who can I ask for help?

<table>
<thead>
<tr>
<th>Who to ask</th>
<th>Role</th>
<th>How can they help</th>
<th>Email address</th>
</tr>
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<tbody>
<tr>
<td>Chris Millard</td>
<td>Senior Programs Leader at FHS &amp; CC</td>
<td>Subject selection, unit constraints, timetables</td>
<td><a href="mailto:millard.christopher.c@edumail.vic.gov.au">millard.christopher.c@edumail.vic.gov.au</a></td>
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<tr>
<td>Sandra Dickins</td>
<td>Scarlet Leader &amp; Pathways and Transition Leader at FHS</td>
<td>Career counselling</td>
<td><a href="mailto:dickins.sandra.j@edumail.vic.gov.au">dickins.sandra.j@edumail.vic.gov.au</a></td>
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<tr>
<td>Lisa Owens</td>
<td>Careers Guidance at CC</td>
<td>Career counselling</td>
<td><a href="mailto:owens.lisa.j@edumail.vic.gov.au">owens.lisa.j@edumail.vic.gov.au</a></td>
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<tr>
<td>Euan Morton</td>
<td>Senior Community Leader at CC</td>
<td>Subject selection, unit constraints, timetables</td>
<td><a href="mailto:morton.euan.a@edumail.vic.gov.au">morton.euan.a@edumail.vic.gov.au</a></td>
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<tr>
<td>John Hinman</td>
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<td>Subject selection, unit constraints, timetables</td>
<td><a href="mailto:hinman.john.j@edumail.vic.gov.au">hinman.john.j@edumail.vic.gov.au</a></td>
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<tr>
<td>Linda Mitchell</td>
<td>Assistant Principal &amp; VCAL coordinator at FHS</td>
<td>VCAL subject selection, unit constraints</td>
<td><a href="mailto:mitchell.linda.j@edumail.vic.gov.au">mitchell.linda.j@edumail.vic.gov.au</a></td>
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<tr>
<td>Vicki DeRome</td>
<td>VCAL coordinator at CC</td>
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<td><a href="mailto:derome.victoria.r@edumail.vic.gov.au">derome.victoria.r@edumail.vic.gov.au</a></td>
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<tr>
<td>Yolanda De Santis</td>
<td>VET Leader at FHS</td>
<td>VET information</td>
<td><a href="mailto:desantis.yolanda.l@edumail.vic.gov.au">desantis.yolanda.l@edumail.vic.gov.au</a></td>
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<tr>
<td>Christa Malone</td>
<td>Year 10 Leader and VET Leader at CC</td>
<td>VET information and subject selection</td>
<td><a href="mailto:malone.christa.s@edumail.vic.gov.au">malone.christa.s@edumail.vic.gov.au</a></td>
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<tr>
<td>Linda Ekman-Triandos</td>
<td>Year 10 Leader at FHS</td>
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<td><a href="mailto:ekmantriandos.linda.m@edumail.vic.gov.au">ekmantriandos.linda.m@edumail.vic.gov.au</a></td>
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<tr>
<td>Rainer Parker-Stebbing</td>
<td>Wellbeing Leader at FHS</td>
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<tr>
<td>Peter Bennet</td>
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<td>Specific timetable questions</td>
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</tr>
<tr>
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<td>Timetable organisation at CC</td>
<td>Specific timetable questions</td>
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</table>
What are my choices?

There are two broad senior secondary programs offered to students:
1. The Victorian Certificate of Education (VCE)
2. The Victorian Certificate of Applied Learning (VCAL)

Vocational Education and Training (VET) subjects can be undertaken as part of a VCE program and are an essential part of a VCAL program.

CHOOSING A PROGRAM
When choosing your program it is important to consider what you want to do after completing Year 12. If you think you would like to attend university or TAFE, a VCE program will be your best choice. If you want to go straight into the workforce, a VCAL program is likely to be more suited to your pathway needs.

It is important to:

- Identify your interests and strengths and link these with appropriate work/career choices
- Refer to your Career Action Plan
- Ensure your program of study leaves your options open for university or TAFE
- Check prerequisite subjects you may need for university
- Choose courses that interest you
- Read information related to a VCAL program.

Discuss with your classroom teachers, Advisors and Year Level Coordinator, to identify if this program suits your learning needs and future pathways, particularly if you are interested in a vocational pathway or a pathway into the workforce.

ASSISTANCE WITH PROGRAM CHOICES
When making choices about your program for next year, you should seek advice and information from your advisor, teachers, your year level leader and careers counsellor.

CHOOSING A YEAR 12 SUBJECT IN YEAR 11
Students may choose a Year 12 (Unit 3 and 4) subject for completion in Year 11.

This option is best suited to students who:

- are well organised, with demonstrated time management and work completion record;
- are achieving above average grades within the subject or similar subject area they would like to select as their Year 12 subject; and
- have completed a Unit 1 and 2 subject in Year 10.

COURSE RESTRICTIONS
Units offered throughout this Program and Subject Selection Guide will only run if minimum class sizes are met. Students should note that some subjects have specific requirements or prerequisites. These are clearly indicated on subject pages where applicable.
How do I select my subjects?

Applying for senior school subjects:
1. The application process will run through the Advisory program.
2. The Advisor will assist you to complete your application.
3. You will be informed of your interview date before the senior school panel by Week 3, Term 3, 2016.
4. You should prepare of folio evidence to bring to the interview to prove to the panel you are ready for the certificate and subjects that you intend to complete in your senior years.

If you have any questions, see your Advisor as soon as possible.

Fitzroy Advisors - 2016

<table>
<thead>
<tr>
<th>Advisory</th>
<th>Teacher</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>12A</td>
<td>Elia Ampongan</td>
<td>ampongan.maria.e <a href="mailto:Ella.m@edumail.vic.gov.au">Ella.m@edumail.vic.gov.au</a></td>
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<tr>
<td>12B</td>
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<td><a href="mailto:harper.georgina.s@edumail.vic.gov.au">harper.georgina.s@edumail.vic.gov.au</a></td>
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<tr>
<td>12C</td>
<td>John Hinman</td>
<td><a href="mailto:hinman.john.j@edumail.vic.gov.au">hinman.john.j@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td>12D</td>
<td>Yolanda DeSantis</td>
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<tr>
<td>11A</td>
<td>Erin Schroeder</td>
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<td>Miranda Jenkin</td>
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<td>David Logan</td>
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<td><a href="mailto:rogers.riley.r@edumail.vic.gov.au">rogers.riley.r@edumail.vic.gov.au</a></td>
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<td>10A</td>
<td>Linda Ekman-Triandos</td>
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<td>10C</td>
<td>Shannon Gration</td>
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<td>10D</td>
<td>Kathryn Whyte</td>
<td><a href="mailto:whyte.kathryn.r@edumail.vic.gov.au">whyte.kathryn.r@edumail.vic.gov.au</a></td>
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<td>10E</td>
<td>Matthew Nieuwenhuizen</td>
<td><a href="mailto:nieuwenhuizen.matthew.k@edumail.vic.gov.au">nieuwenhuizen.matthew.k@edumail.vic.gov.au</a></td>
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</table>

Collingwood Advisors – 2016

| 11 & 12  | Michael Polack     | polack.michael.j@edumail.vic.gov.au       |
| 11 & 12  | Lucy Wang          | wang.qingke.l@edumail.vic.gov.au          |
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| 10C      | Alison McKean      | mckean.alison.a@edumail.vic.gov.au        |
| 10D      | Alexander McDonald | mcdonald.alexander.r@edumail.vic.gov.au   |
Subjects on offer

Please be advised that whilst many subjects are offered, demand dictates which subjects will actually run.

A
• **Accounting**

B
• **Biology**
• **Business Management**

C
• **Chemistry**
• **Chinese First Language**
• **Chinese Second Language**
• **Chinese Second Language Advanced**
• **Classical Studies**

D
• **Drama**

E
• **English**
  • **English**
  • **English as an Additional Language (EAL)**
  • **Bridging EAL**
  • **English Language**
  • **Foundation English**
  • **Literature**
• **Environmental Science**
• **Extended Investigation**

G
• **Geography**
• **Global Politics**
  ◦ **Units 1&2: Australian & Global Politics**
  ◦ **Units 3&4: Global Politics**

H
• **Health and Human Development**
• **History**
  ◦ **Units 1&2: 20th Century History**
  ◦ **Units 1&2: Global Empires**
  ◦ **Units 3&4: Revolutions**
• **Hospitality**
I
  • Italian

L
  • Legal Studies

M
  • Mathematics
    ◦ Foundation Mathematics
    ◦ Further Mathematics
    ◦ General Mathematics
    ◦ Mathematical Methods (CAS)
    ◦ Specialist Mathematics
  • Media
  • Music
    ◦ Music Performance Units 1 and 2
    ◦ Music Performance Units 3 and 4

O
  • Outdoor and Environmental Studies

P
  • Philosophy
  • Physical Education
  • Physics
  • Product Design and Technology
  • Psychology

S
  • Sport and Recreation (VCE VET)
  • Studio Arts

T
  • Theatre Studies

V
  • Visual Communication Design
  • VCAL: Literacy
  • VCAL: Numeracy
  • VCAL Personal Development Skills
  • VCAL: Work Related Skills
# VCE Subject Learning Attributes / Skills
The table below provides you with a quick guide to the subjects offered at Fitzroy High School and Collingwood College and the preferred learning attributes and skills of the student who intends to undertake the course.

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Travel and Transport

The distance between Fitzroy High School (B) and Collingwood College (A) is 2.3 km if the route along Wellington St is taken.

Transport options
- Shuttle Bus
- Train on the Epping-Hurstbridge Line
- Tram on Smith St
- 246 Bus along Hoddle St
- Walking
- Cycling

The Shuttle Bus takes about 6 minutes to travel one way.

It departs every recess and lunchtime from Collingwood College (A) to Fitzroy High School (B) and returns to Collingwood College from Fitzroy High School. The charge for the shuttle bus is $60 per annum (2015 prices).

The train from Collingwood Station to Rushall is only a few minutes with a short walk at both ends of the journey. From Rushall Station, Falconer St takes students straight to the school, just as Gipps St connects Collingwood with its station.

There is also the 86 tram along Smith St or the 246 bus on Hoddle St but the train is probably the quickest option other than the Shuttle Bus.

Accounting
Units 1-2

For students wanting to complete a Business/Commerce degree, Accounting is highly recommended. Students learn how to manipulate accounting figures using the software Excel.

UNIT 1
Students will explore topics on the accounting practices relevant to establishing and operating a business. This includes cashbooks, financial statements including profits and loss, balance sheets, investment options and budgets.

LEARNING ACTIVITIES
Preparing statements, ICT tasks and ongoing assignments.

KEY SKILLS REQUIRED
Ability to recall information, mathematical skills, ability to set out key statements and be able to analyse and interpret data.

ASSESSED TASKS
Tests, reports, online tasks and examinations.

UNIT 2
Students will explore topics such as accounting practices for trading businesses. Students learn a range of accounting statements from accounting data, double entry accounting, ICT and evaluating trading business success.

LEARNING ACTIVITIES
ICT for accounting, manual accounting, preparing reports and ongoing assignments.

KEY SKILLS REQUIRED
Using Excel for accounting, recall accounting processes, layout of statements and mathematical and analytical skills.

ASSESSED TASKS
Topic tests, ongoing report, tasks using accounting software and examinations.
Australian & Global Politics
Units 1-2

Australian and Global Politics introduces the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, focusing on the twenty-first century and current events.

UNIT 1
This area of study focuses on the nature and purpose of politics in Australia. Students are introduced to politics in its broad sense as the exercise of power as defined by the ability to make decisions and exert influence over individuals and groups. Students explore political power in both formal and non-legal contexts – that is, operating outside the structures and institutions of government and law making. Consideration is given to the main types of political power, and the range of ways in which power can be exercised.

LEARNING ACTIVITIES
Case study research, Internet investigations, film studies and oral presentations.

KEY SKILLS REQUIRED
Analytical reading and research, summarizing, formal writing and synthesizing evidence to draw conclusions, close reading, and note taking and participation in class discussion.

ASSESSED TASKS
Short answer tests, essays, multimedia presentations, case studies or extended responses.

UNIT 2
In this area of study students consider how citizens in the twenty-first century interact and connect with the world. Increased global interconnectedness has transformed lives and created global threads, and in so doing, raised the debate over whether or not citizens' responsibilities exist beyond national borders. Areas of study involve international terrorism, poverty and development, human rights, refugees and environmental politics.

LEARNING ACTIVITIES
Case study research, Internet investigations, film studies and oral presentations.

KEY SKILLS REQUIRED
Close reading and note taking, participation in class discussion, analytical reading and research, summarizing, formal writing and synthesizing evidence to draw conclusions.

ASSESSED TASKS
Short answer tests, essays, multimedia presentations, case studies or extended responses and an end of year written examination.
Biology
Units 1-2

Biology explores the dynamic relationships that exist between organisms and their interactions with the non-living world. It also explores the processes of life, from the molecular world of the cell to that of the whole organism. Students examine classical and contemporary research to examine how our knowledge has evolved in response to new evidence and discoveries.

Students need to have studied Units 1 and 2 Biology before attempting Units 3 and 4 Biology.

UNIT 1

How do living things stay alive? This unit focuses on the structure of cells and the processes that maintain life. Students will examine the adaptations organisms require for survival.

LEARNING ACTIVITIES
Practical reports, completion of worksheets, problem solving tasks, text reading and questions, maintaining class notes and summaries. Plant and animal dissections are a part of Unit 1. An excursion to the Melbourne Zoo or Melbourne Museum may be included.

KEY SKILLS REQUIRED
Multimedia skills, data analysis, problem solving, laboratory techniques, microscope use and dissection skills.

ASSESSED TASKS
SACs based on practical activities and class work.

UNIT 2

How does reproduction maintain the continuity of life? Students compare the advantages and disadvantages of asexual and sexual reproduction, explain how cells reproduce and describe the medical research currently being undertaken in reproduction of organisms. Students will examine DNA and genetic inheritance. An investigation of genetic and reproductive technologies and the issues associated with these technologies will be undertaken.

LEARNING ACTIVITIES
Practical reports, research, completion of worksheets, problem solving tasks, text reading, text questions, maintenance of class notes and summaries and fieldwork excursions to a local bushland and coastal area.

KEY SKILLS REQUIRED
Data analysis, problem solving, laboratory techniques, microscope use, multimedia skills and an ability to prepare for tests and an examination.

ASSESSED TASKS
Field study report, SACs based on practical activities, class work and end of semester examination.
Biology Units 3-4

Biology is a dynamic scientific discipline where it impacts on everyday life at the individual level. It can inform choices at the personal and at the societal level. It includes fields of biochemistry, neuroscience, genetics, evolutionary biology, behavioural science and cell and molecular biology including studies of genomics and proteomics.

UNIT 3
Students investigate the activities of cells at the molecular level; the synthesis of biomacromolecules that form components of cells and the role of enzymes in catalysing biochemical processes. Students investigate energy transformations in photosynthesis and respiration, the role of DNA in the production of proteins and applications of molecular biology in medical diagnosis. Students will also investigate the stimulus-response model in coordination and regulation and how components of the human immune system respond to antigens and provide immunity.

LEARNING ACTIVITIES
Practical investigations, research, drawing and labeling diagrams, constructing tables and concept maps, text reading and answering questions

KEY SKILLS REQUIRED
Listening, reading biological texts, investigating and inquiring scientifically, applying biological information and understandings and communicating understanding (orally or in written form).

ASSESSED TASKS
Reports of three practical activities, a report of an investigation of an organism's response to a specific chemical or physical signal and a response to an issue or aspect related to the human immune response.

UNIT 4
Students investigate molecular genetics and patterns of inheritance, the genome of individuals and species, tools and techniques used in the manipulation of DNA and study of inherited traits and cell reproduction. Students analyse and evaluate evidence for evolution and evolutionary relationships, and describe mechanisms for change, including the effect of human intervention on evolutionary processes through selective breeding and applications of biotechnology

LEARNING ACTIVITIES
Practical investigations, research, modeling, concept maps, posters, text reading and answering questions.

KEY SKILLS REQUIRED
Investigating and inquiring scientifically, applying biological understandings to familiar and new contexts, analysing issues and implications relating to scientific and technological developments and communicating biological information and understanding.

ASSESSED TASKS
Reports of three practical activities, a report on evolutionary relationships and a response to an issue related to human intervention in evolutionary processes.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework (40%) and 26 hour written examination in November (60%).
Business Management
Units 1-2

Students who wish to learn about and have contact with the world of business and some local businesses should consider Business Management. Units 1 and 2 specifically deal with the establishment and management of small business. Business Management also provides an introduction to Units 3 and 4 assisting with developing skills and concepts associated with the course.

UNIT 1 The business idea

In this area of study students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. Students explore some of the issues that need to be considered before a business can be established.

LEARNING ACTIVITIES
Research projects, online activities, worksheets, quizzes, crosswords, interactive “TurningPoint” and interactive decision making challenges.

KEY SKILLS REQUIRED
Data interpretation, creativity and imagination with developing their own business, report writing and case study investigations.

ASSESSED TASKS
Topic tests, reports, projects, development of a business plan and an end of semester written examination.

UNIT 2

This unit looks at how effective communication and marketing assists in the achievement of business objectives. Key topics include effective communication in small business, marketing your small business and public relations, and staffing and legal matters.

LEARNING ACTIVITIES
Research projects, online activities, board games, quizzes, crosswords, marketing and development of creative business concepts.

KEY SKILLS REQUIRED
Awareness of current issues relating to small business, ability to work with others, ability to draw on own workplace experiences, creativity and imagination and case study investigations.

ASSESSED TASKS
Marketing a product, oral presentation, topic tests and an end of semester written examination.
Business Management Units 3-4

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 challenges, complexities and rewards that come from business management and gain an insight into the various ways resources can be managed in large-scale organisations.

UNIT 3
This unit focuses on large organisations and how they are managed. Students study what constitutes a large-scale organisation, the styles and skills required to manage a large-scale Organisation and employees, and the operations management of large-scale organisations.

LEARNING ACTIVITIES
Case studies, online activities, worksheets and class discussions.

KEY SKILLS REQUIRED
Awareness of current business issues, ability to draw on individual experience, application and analysis of business literature, information and case studies.

ASSESSED TASKS
Topic tests, learning activities and case studies.

UNIT 4
This unit focuses on the management of people in large organisations and the impact of change. Students study human resource management, management of change including technology, globalisation, business ethics and social responsibility.

LEARNING ACTIVITIES
Case studies, online activities, worksheets, class discussion and application tasks.

KEY SKILLS REQUIRED
Awareness of current business issues, ability to draw on your own experience, application and analysis of business literature, information and case studies.

ASSESSED TASKS
Topic tests using case study material and an end-of-year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework Unit 3 (25%); School Assessed Coursework Unit 4 (25%); 2 hour written examination in November (50%).
Chemistry
Units 1-2

The chemistry undertaken in this study provides students with the skills to pursue further studies and is representative of the major ideas of Chemistry. Students become responsible decision-making citizens able to use chemical knowledge in their everyday lives. Students are led to evaluate and debate important issues such as the future of our environment and its management.

Students need to have studied Units 1 and 2 Chemistry before attempting Units 3 and 4 Chemistry.

UNIT 1
Students will consider: ‘How can the diversity of materials be explained?’ This will be achieved by studying atomic theory, bonding in matter, the periodic table, organic chemistry and the nature, properties and uses of many materials. Current theory and latest research will be investigated against a backdrop of the historical development of chemistry dating back to the Greek philosophers. This unit is designed for students who are intending to undertake future studies of Chemistry or who are interested in the structures and properties of materials - how is the world put together?

LEARNING ACTIVITIES
Laboratory investigations are a major focus.

KEY SKILLS REQUIRED
Equation writing and numerical calculations require well-developed numeracy and literacy skills.

ASSESSED TASKS
Research, experimental work, topic tests, review questions, independent investigation report and an end of semester examination.

UNIT 2
Students will consider: ‘What makes water such a unique chemical?’ Its remarkable properties allow life to exist on Earth. Students will study how different substances interact with water, and how substances in water are measured and analysed. This will be achieved by studying the properties of water, water as a solvent, acid and base reactions, and redox reactions.

LEARNING ACTIVITIES
Laboratory work, research, online investigations.

KEY SKILLS REQUIRED
Prospective students should possess well-developed numeracy and literacy skills. Stoichiometry provides a numerical means of quantifying the many chemical processes studied.

ASSESSED TASKS
Research, experimental work, topic tests, review questions, independent investigation report and an end of semester examination.
Chemistry Units 3-4

This subject will provide students with the skills to pursue further studies. All students should become more informed, responsible decision-making citizens able to use chemical knowledge in their everyday lives and to evaluate and debate important issues such as the future of our environment and its management.

Students need to have satisfactorily completed Units 1 and 2 Chemistry prior to studying Units 3 and 4.

UNIT 3
Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday’s laws to calculate quantities in electrolytic reactions.

LEARNING ACTIVITIES
Practical activities and reports, research, text reading and responding and undertaking experiments.

KEY SKILLS REQUIRED
An ability to inquire scientifically, apply and communicate chemical understandings and information and an ability to complete basic numerical calculations.

ASSESSED TASKS
Two different types of assessment chosen from a range of options including a report, media analysis and a reflective learning journal.

UNIT 4
Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

LEARNING ACTIVITIES
Practical activities and reports, research, text reading and answering text questions and the completion of worksheets.

KEY SKILLS REQUIRED
An ability to inquire scientifically, apply and communicate chemical understandings and information and an ability to complete numerical calculations.

ASSESSED TASKS
Two different types of assessment chosen from a range of options including a report, media analysis and a reflective learning journal as well as a structured scientific poster according to the VCAA standard template.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework 40% (Unit 3: 16% & Unit 4: 24%), end of year written examination 60%.
Classical & Medieval Studies
Units 1-2

Classical & Medieval Studies is a mixture of units and, indeed, subjects. This mixture provides a coherent and chronological course that encompasses a thorough history by contextualising the Medieval period.

UNIT 1
This unit examines classical works across time. It begins with the study of classical Greek and/or Roman society through an exploration of intellectual and material culture. Classical works offer a means of exploring social and political life in classical antiquity. What does Plato reveal about Ancient Greek society? How does Thucydides portray Athens during the Peloponnesian War? How does Augustine represent the demise of the Roman Empire? What do classical works reveal about the societies in which they were produced?

The reception of these classical works extends beyond antiquity into the present. The cultural achievements of the classical world have fired the imagination for centuries. The works of classical artists and writers have provided reference points for subsequent generations to emulate, transform or react against. In this way, classical works are subject to constant re-imagining.

In this unit, teachers select the classical works and secondary sources to be used by the students.

UNIT 2
Challenge and change are fundamental processes in human history. Discontent and desire to change grow until an established idea or society is challenged by one person or by a group of formally organised people. A struggle ensues resulting in ‘old’ and ‘new’ battles for supremacy. Eventually a new balance emerges, but to what extent is there continuity and change between the ‘old’ and the ‘new’?

An established authority over time develops various mechanisms to reinforce and defend its beliefs. Ideas are codified, creeds and manifestoes written, even art and architecture are used to perpetuate the system. A hierarchy is established and often force is used to defend and extend the system. For example, by the twelfth century, the Christian church had spread across Europe as the established authority of the Middle Ages.

The unit will look into the power structures of the Middle Ages and how these were challenged and eventually changed over time.

In this unit, teachers select the classical works and secondary sources to be used by the students.
Classical Studies Units 3-4

Classical Studies assists students to understand the universality of human experience and the origin of the culture that now defines the Western World. By engaging with a variety of texts, sculpture and architecture students develop an understanding of the ideas explored in classical works, comparing them to discover how different writers and artists portray and develop those universal ideas. Units 3 and 4 have identical areas of study and outcomes but students study different works for each unit.

UNIT 3
Students engage with the intellectual and material culture of Classical Greece and/or Rome. They examine a range of prescribed texts including epic poetry, dramatic plays, comedies, architectural works and sculptural works. Students explore an individual work and a pair of comparative works, evaluating the techniques used to present ideas and values of ancient Greece or Rome. The socio-historical context of the works is also investigated.

LEARNING ACTIVITIES
Reading and analysis tasks, researching archaeological sites, short written reports, mapping exercises, short essays, group work.

KEY SKILLS REQUIRED
Analysis, close reading, summarising, researching, evaluation and synthesis.

ASSESSED TASKS
A selection of structured questions or an analysis of the ideas and techniques in a classical work. A research report of essay, comparing ideas and techniques in two classical works, that includes a discussion of their socio-historical contexts.

UNIT 4
As with Unit 3, students will engage with the intellectual and material culture of Classical Greece. Students examine a range of prescribed texts that are different from those in Unit 3.

LEARNING ACTIVITIES
Reading and analysis tasks, researching archaeological sites, short written reports, mapping exercises, short essays, group work.

KEY SKILLS REQUIRED
Analysis, close reading, summarising, researching, evaluation and synthesis.

ASSESSED TASKS
A selection of structured questions or an analysis of the ideas and techniques in a classical work. A research report of essay, comparing ideas and techniques in two classical works that includes a discussion of their socio-historical contexts.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework Unit 3 (50%), School Assessed Coursework Unit 4 (50%), and a 2 hour written examination in November (50%).
The study of Chinese can provide a basis for continued learning and a pathway for students into a number of post-secondary options. A knowledge of Chinese can provide students with enhanced vocational opportunities in many fields, including in banking and international finance, commerce, diplomacy, and translating and interpreting.

**UNIT 1**

This unit is designed to extend students’ knowledge and skills in understanding, speaking and writing the language. Students are required to: converse in the language on a range of topics; convey orally the meaning of the language in its cultural context; produce personal and imaginative writing in the language; understand oral, visual and written information, select from and use this information in writing in the language for a specific purpose.

**Outcome 1**
Students establish and maintain a written exchange related to an issue of interest or concern.

**Outcome 2**
Students listen to, read and obtain information from spoken and written texts.

**Outcome 3**
Students produce a personal response to a text focusing on real experience of information.

**UNIT 2**

This unit is designed to extend students’ knowledge and skills in understanding, speaking and writing the language. Students are required to: converse in the language on a range of topics; convey orally the meaning of the language in its cultural context; produce personal and imaginative writing in the language; understand oral, visual and written information, select from and use this information in writing in the language for a specific purpose.

**Outcome 1**
Students produce an imaginative piece in written form.

**Outcome 2**
Students listen to, read, and extract and compare information and ideas from spoken and written texts.

**Outcome 3**
Students participate in a spoken exchange focusing on the resolution of an issue.
Chinese First Language
Units 3-4

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

UNIT 3
This unit is designed to extend students’ knowledge and skills in understanding, speaking and writing the language. Students are required to: produce an original piece of writing; respond to spoken texts in writing; participate in an oral activity paying attention to pronunciation, intonation and phrasing.

Outcome 1
Students express ideas through the production of original texts.

Outcome 2
Students analyse and use information from spoken texts.

Outcome 3
Students exchange information, opinions and experiences.

UNIT 4
This unit is designed to extend students’ knowledge and skills in understanding, speaking and writing the language. Students are required to: produce an original piece of writing; respond to spoken texts in writing and translating; participate in an oral activity paying attention to pronunciation, intonation and phrasing.

Outcome 1
Students analyse and use information from written texts.

Outcome 2A
Students respond critically to spoken and written texts which reflect aspects of the language and culture.

Outcome 2B
Students respond critically to spoken and written texts which reflect aspects of the language and culture.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework Unit 3 (50%), School Assessed Coursework Unit 4 (50%), and a 2 hour written examination in November (50%).
Chinese Second Language

Units 1-2

The study of Chinese develops student’s abilities to understand and use a language spoken by about a quarter of the world’s population. It is the major language in China, Taiwan, Singapore and overseas Chinese communities. China’s economy has been booming over recent decades and links between Australia and China have been strengthened, particularly in business, tourism, education, commerce and investment. The study of Chinese promotes the strengthening of these links.

Studying Chinese can provide a basis for continued learning and a pathway for students into a number of post-secondary options. Knowledge of Chinese can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy, and translating and interpreting.

UNIT 1

This unit is designed to extend students’ knowledge and skills in understanding, speaking and writing the language. Students are required to: converse in the language on a range of topics; convey orally the meaning of the language in its cultural context; produce personal and imaginative writing in the language; understand oral, visual and written information, select from and use this information in writing in the language for a specific purpose.

Outcome 1
Students establish and maintain a written exchange related to personal areas of experience.

Outcome 2
Students listen to, read and maintain a written exchange related to personal areas of experience.

Outcome 3
Students produce a personal response to a text focusing on real experience of information.

UNIT 2

This unit is designed to extend students’ knowledge and skills in understanding, speaking and writing the language. Students are required to: converse in the language on a range of topics; convey orally the meaning of the language in its cultural context; produce personal and imaginative writing in the language; understand oral, visual and written information, select from and use this information in writing in the language for a specific purpose.

Outcome 1
Students produce an imaginative piece in written form.

Outcome 2
Students listen to, read, and extract and use information and ideas from spoken and written texts.

Outcome 3
Students participate in a spoken exchange.
Chinese Second Language

Units 3-4

UNIT 3

This unit is designed to extend students’ knowledge and skills in understanding, speaking and writing the language. Students are required to: produce an original piece of writing; respond to spoken texts in writing; participate in an oral activity paying attention to pronunciation, intonation and phrasing.

Outcome 1
Students express ideas through the production of original texts.

Outcome 2
Students analyse and use information from spoken texts.

Outcome 3
Students exchange information, opinions and experiences.

UNIT 4

This unit is designed to extend students’ knowledge and skills in understanding, speaking and writing the language. Students are required to: produce an original piece of writing; respond to spoken texts in writing and translating; participate in an oral activity paying attention to pronunciation, intonation and phrasing.

Outcome 1
Students analyse and use information from written texts and translate part of the text(s) into English.

Outcome 2
Students respond critically to spoken and written texts which reflect aspects of the language and culture of Chinese-speaking communities.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework Unit 3 (50%), School Assessed Coursework Unit 4 (50%), and a 2 hour written examination in November (50%).
Drama
Units 1-2

Drama is about imagining, creating and performing ideas through dramatic expression. Drama provides opportunities for students to learn about dramatic art through the development of expressive skills and the experience of making and being in a role.

Drama can be taken with Theatre Studies or as a separate subject.

UNIT 1
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories.

LEARNING ACTIVITIES
Creating, sustaining and performing roles and characters, creating ensemble and/or solo performances, evaluating own performances through written and oral tasks, analysing and evaluating a professional performance and maintaining a workbook of research, notes, and homework.

KEY SKILLS REQUIRED
Organisation, ability to perform in front of an audience, ability to maintain a workbook, research, collaborate cooperatively in small groups and an ability to analyse and evaluate performances of others.

ASSESSED TASKS
Ensemble and solo performances, e-folio and blog, written and/or oral reports analysing own performance work, a professional performance and an end of semester written examination.

UNIT 2
Students will investigate processes used in constructing a devised ensemble and/or solo performance based on a contemporary or historical Australian context.

LEARNING ACTIVITIES
Exploring techniques to construct performance, exploring ways of using different theatrical conventions, stagecraft and dramatic elements, documenting and recording processes used in devising a performance, performance presentation and analysis of both their own performance work and an Australian drama performance.

KEY SKILLS REQUIRED
Organisation, ability to perform in front of an audience, ability to maintain a workbook, ability to read and interpret a play script, research, collaboration in small groups and an ability to analyse and evaluate performances of others.

ASSESSED TASKS
Ensemble performance, e-folio and blog, written analysis and evaluation of own performance work, written analysis of a professional production and an end of semester written examination.
Drama Units 3-4

Drama is about imagining, creating and performing ideas through dramatic expression.

Students are advised to complete Units 1 and 2 Drama or have significant previous drama experience prior to studying Units 3 and 4.

UNIT 3
Students will develop skills in constructing and presenting a non-naturalistic ensemble performance to an audience, applying specific performance styles based on a prescribed task.

LEARNING ACTIVITIES
Research to develop characters specific to ensemble tasks, exploration of different performance styles and how to apply theatrical performance conventions, stagecraft and dramatic elements; techniques to document and record the processes used to construct a performance, analysing own performance as well as a performance from the prescribed VCAA play list.

KEY SKILLS REQUIRED
The ability to create and perform characters confidently in front of an audience, an ability to analyse and evaluate performance work of both self and others verbally and in writing, to learn and use the key language and terminology of drama, the ability to collaborate successfully in a group and an ability to meet deadlines within a production schedule.

ASSESSED TASKS
Contribution to a group devised performance and presentation of this performance to an audience. A written analysis of the group devised performance process, attendance at a prescribed production and subsequent written analysis of this production.

UNIT 4
Students will develop the skills for creating and developing characters for a solo performance.

LEARNING ACTIVITIES
Research to develop characters specific to a solo task; exploration and application of theatrical conventions, stagecraft and dramatic elements; document and record the stages and processes used to construct a solo performance and written analysis of own performance.

KEY SKILLS REQUIRED
The ability to create and perform characters confidently as a solo performer in front of an audience, an ability to analyse and evaluate performance work of both self and others verbally and in writing, to learn and use the key language and terminology of drama and an ability to meet deadlines within a production schedule. Also the ability to study and prepare for a written exam based on the Outcomes from Units 3 and 4.

ASSESSED TASKS
Short solo performance and written evaluation; development and presentation of a solo performance selected from a prescribed VCAA list of characters; a written report and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework (40%), 7 minute solo performance examination in October (35%), 1 ½ hour written examination in November (25%).
**English Overview**

**INTRODUCTION**

English aims to develop students' critical understanding and mastery of the English language and to help them communicate in a wide range of social contexts. The study of English will help students to develop a level of competence to meet the demands of post-school employment, further education and participation in an open democratic society.

**WHICH ENGLISH UNITS SHOULD STUDENTS CHOOSE?**

English remains a compulsory study and all students who wish to complete their VCE must pass a minimum of three units. To meet the English requirement of the VCE, students must select their FOUR English units from the English group consisting of English Units 1-4, English as an Additional Language (EAL) Units 1-4, Literature Units 1-4, and Foundation English Units 1-2. Students must satisfactorily complete at least three units from the English group above. No more than two units of Units 1 and 2 may count toward the English requirement. For ATAR purposes, up to two of these sequences can be counted. All Units 3 and 4 studies must be taken as a sequence.

**ENGLISH PATHWAYS**

**Standard English pathway**

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**English Language pathway**

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**English Literature pathway**

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<th>Year 11</th>
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<td>Literature Units 1 and 2</td>
<td>Literature Units 3 and 4</td>
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<th>Literature Unit 1 and English Unit 2</th>
<th>English Units 3 and 4</th>
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An ATAR score may include up to two English studies as part of the best four overall for tertiary admission.
FOUNDATION ENGLISH
This course is designed for students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English and in alternative courses. It will focus on developing knowledge and skills in reading for information and ideas while also exploring ways that students can organize and summarise ideas and information. Its areas of study will also include a choice of communication and the workplace, technology and communication, the study of texts, effective research and the analysis and construction of argument.

Students selecting Foundation English will have had literacy support at their previous school/s. Choosing Foundation English generally requires students to complete three years of VCE studies. The different English pathway options for students choosing Foundation English are shown below.

FOUNDATION ENGLISH PATHWAYS

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ENGLISH (EAL)
English as an Additional Language (EAL) is an accredited VCE subject designed to cater for students for whom English is not their primary language. English (EAL) follows a similar course structure to the existing VCE English; however, the skills reflected in the main areas of study are modified, in order not to disadvantage students from non-English speaking backgrounds.

Who is eligible to enrol in English (EAL)?
A student is eligible for EAL status if:
- He or she has been resident in Australia or New Zealand for a cumulative period of no more than seven calendar years.
- English has been the student’s major language of instruction for a total period of not more than seven years prior to the year in which the study is being undertaken at Units 3 and 4.
- The student meets the requirement for classification as a hearing impaired student.

A student who believes he or she is eligible to be recognised as being comparatively unfamiliar with the English language must speak to the VCE Leader and provide supporting documentation.
**English**

**Units 1-2**

English aims to develop students’ critical understanding and mastery of the English language and to help them communicate in a wide range of situations. The study of English will help to develop the skills to meet the demands of employment, further education and participation in an open democratic society. English consists of three areas of study: Reading and the Study of Texts, the Craft of Writing and Using Language to Persuade.

**UNIT 1**
The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts. Students will develop competence and confidence in creating written and oral responses.

**LEARNING ACTIVITIES**
Students will write analytical, personal and imaginative responses, give spoken presentations and read a range of texts including a play, novel and/or short stories. The subject promotes the integration of the skills of reading, writing, speaking and listening.

**KEY SKILLS REQUIRED**
Close reading and listening, effective writing and speaking and using language expressively and accurately.

**ASSESSED TASKS**
Analytical essay on the set text, creative responses to the Context, spoken presentation on an issue in the media and an end of semester examination consisting of an extended text response and shorter persuasive and creative responses.

**UNIT 2**
The focus of this unit is on reading and responding to a wider range of types of texts and developing the skills to analyse their ideas and structures. Students develop their skills in creating written, spoken and multimodal texts.

**LEARNING ACTIVITIES**
Students will compare the ideas, issues and themes presented in texts and the ways authors convey these. They will also identify and analyse how argument and persuasive language are used in texts that attempt to influence an audience, and create a text which presents a point of view in writing.

**KEY SKILLS REQUIRED**
Close reading and listening, effective writing and speaking and using language expressively and accurately. In Unit 2 there is a stronger emphasis on constructing and analysing arguments, and developing skills to compare texts.

**ASSESSED TASKS**
A comparative, analytical essay on set texts, a persuasive text that presents an argument or viewpoint, an analysis of the use of argument and persuasive language in texts and an end of semester examination consisting of an analysis of text, a persuasive writing piece and language analysis.
English Units 3-4

The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

UNIT 3

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. Texts selected for study in Area of Study 1 are chosen from the Text List by two. The texts selected for study in Unit 3 Area of Study 2 must have appeared in the media since 1 September of the previous year.

LEARNING ACTIVITIES
In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning and using textual evidence to support their responses. They present sustained creative responses to selected texts, demonstrating their understanding of the world of the texts and how texts construct meaning. They produce and share drafts, practising the skills of revision, editing and refining for stylistic and imaginative effect.

KEY SKILLS REQUIRED
Close reading and listening, effective writing and speaking and using language expressively and accurately.

ASSESSED TASKS
An analytical essay in response to one Unit 3 text, a creative response to the second text, and an analytical response to an issue in the media and an extended written response to the selected context.

UNIT 4

The focus of this unit is on analysing comparative texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. Students also develop a persuasive text of their own.

LEARNING ACTIVITIES
Students will read a range of texts, write analytical essays, personal and argumentative responses. They will work individually and in groups.

KEY SKILLS REQUIRED
Close reading and listening, effective writing and speaking and using language expressively and accurately.

ASSESSED TASKS
A comparative essay in response to the Unit 4 texts and an oral presentation on an issue in the media. The final examination consists of an essay on one of the set texts, a comparative essay, and an analysis of a piece of persuasive writing.

VCAA ASSESSMENT—The overall Study Score will consist of:
School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 3 hour written examination in November (50%).
**English Language**

**Units 1-2**

This study aims to combine learning about the nature of language in human thought and communication with learning how to use English more effectively. It is based on linguistics and involves an exploration of the nature of the English Language. A knowledge of how language functions helps to develop skills that are useful in any field in which attention is paid to language such as Psychology, Computer Science and Philosophy.

**UNIT 1**
This unit introduces students to the nature of language and the functions that we perform using language. Students are introduced to terminology to name the many features of language. These are explored through a range of texts, from transcripts of conversations to email and literary extracts. Students will also study how and when children learn language.

**LEARNING ACTIVITIES**
Students will write analytical responses, and read a range of different types of texts. The subject promotes classroom activities that integrate the skills of reading, writing, speaking, listening and thinking. Class work will involve a range of individual and group-based activities.

**KEY SKILLS REQUIRED**
Learning and using the subject’s specialist vocabulary, reading and listening closely, conducting structured analysis of language use and writing and speaking effectively.

**ASSESSED TASKS**
Short answer tests, an extended analytical task, and essay and examinations.

**UNIT 2**
Students will investigate the history of English, different Englishes used around the world and the future of English. A range of texts from the four periods of English will be analysed and discussed.

**LEARNING ACTIVITIES**
Students will analyse and annotate texts from different periods in the history of English, research the different varieties of modern English and write essays on the future of English and associated issues. Class work will take a range of forms and involve individual and group-based activities.

**KEY SKILLS REQUIRED**
Learning and using the subject’s specialist vocabulary, reading and listening closely, conducting research and writing and speaking effectively.

**ASSESSED TASKS**
Short answer tests, an extended analytical task, an essay, and an end of semester exam.
English as an Additional Language

Units 1-2

English as an Additional Language (EAL) recognises the particular English learning needs of those students for whom English is not their first language. EAL is similar in structure to the English course and will help students to develop understanding and control of the English language through reading critically, writing in a wide range of styles and oral communication. The teaching of skills described in the areas of study will target the particular language learning needs of students with a non-English speaking background.

UNIT 1
The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts. Students will develop competence and confidence in creating written and oral responses.

LEARNING ACTIVITIES
Students will write analytical, personal and imaginative responses, give spoken presentations and read a range of texts including a novel, film and/or short stories. The subject promotes classroom activities that integrate the skills of reading, writing, speaking and listening.

KEY SKILLS REQUIRED
Close reading and listening, effective writing and speaking and using language expressively and accurately are all developed in this unit.

ASSESSED TASKS
Analytical essay, written response to the prescribed Context and spoken presentation on an issue. An end of semester written examination consisting of an extended text response and shorter persuasive and creative responses.

UNIT 2

The focus of this unit is on reading and responding to a wider range of types of texts and developing the skills to analyse their ideas and structures.

LEARNING ACTIVITIES
Students will study a text, film, newspaper articles and other texts such as plays and short stories. Class work will involve a range of individual and group-based activities.

KEY SKILLS REQUIRED
Close reading and listening, effective writing and speaking and using language expressively and accurately. In Unit 2 there is a stronger emphasis on constructing and analysing language and arguments.

ASSESSED TASKS
Analytical essay on the set text, creative response to the Context and analysis of an issue in the media. An end of semester written examination consisting of an extended text response and shorter creative and analysis responses.
English as an Additional Language 3-4

These units help students develop understanding and control of the English language through reading critically, writing in a wide range of styles and oral communication. The study of English will help to develop the skills to meet the demands of post-school employment and further education. The course covers three areas of study: Reading and the Study of Texts, The Craft of Writing and Using Language to Persuade. There are special rules of eligibility for these units. These are outlined in the introduction section for the English subjects.

UNIT 3

The focus of this unit is on reading and responding, both orally and in writing. Students analyse how the authors of texts, written and spoken, create meaning in different ways. This unit has a strong emphasis on the role of language in argument and persuasion.

LEARNING ACTIVITIES

Students will read a range of texts, complete note-taking tasks, write analytical essays, personal and argumentative responses and give spoken presentations. They will work individually and in groups.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately.

ASSESSED TASKS

An essay in response to the Unit 3 text, an oral presentation and an extended written response to the selected context.

UNIT 4

The focus of this unit is on analysing comparative texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. Students also develop a persuasive text of their own.

LEARNING ACTIVITIES

Students will read a range of texts, complete note-taking tasks, write analytical essays, personal and argumentative responses, and give spoken presentations.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately.

ASSESSED TASKS

An essay in response to the Unit 4 text and an extended written response to the selected context. An end of year written examination consisting of an essay on one of the set texts, a response to the context and a note taking task and persuasive response to an issues-based writing task.

VCAA ASSESSMENT – The overall Study Score will consist of: School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 3 hour written examination in November (50%).
Bridging EAL

Units 1-2

Bridging EAL is designed for English as an additional language students who have only just graduated from language school or who still require more practice and development to prepare them for Year 12 in either VCE or VCAL. There is a focus on raising a student’s confidence in all areas of English – speaking, listening, reading and writing – to prepare them in both their studies and other areas of life.

UNIT 1
To successfully complete Unit 1, students must complete both of the following areas of study.

Area of Study 1 – English for Everyday and Academic Purposes
Students explore how English is used for everyday and academic purposes. They identify and discuss variations in vocabulary, structures and conventions of spoken and written language.

Area of Study 2 – English for Self-Expression
Students read and produce texts created for self-expression, including those that communicate ideas, desires, goals, opinions, and experiences. They consider how authors use language to express themselves for different audiences and purposes.

UNIT 2 To successfully complete Unit 2, students must complete 2 of the 4 following areas of study.

Area of Study 1 – English for Academic Purposes
Students consolidate and extend their understanding of how English is used for academic purposes. They read and discuss a variety of more challenging texts commonly used in studies other than English. Students identify variations in language and discuss the meaning and different functions of vocabulary, symbols and abbreviations.

Area of Study 2 – English Literature
Students explore how authors create meaning in literary texts. They explore how authors construct setting, characters, narrative and themes using language, structures, features and conventions, to convey ideas and meaning for readers. Students also investigate how the author’s context can influence the views and ideas presented in literary texts.

Area of Study 1 – English in the Media
Students engage with and understand spoken, written, visual, and multimodal media texts and develop understanding of how these texts reflect cultural contexts and seek to position audiences. In considering the choices made by authors to position their intended audiences, students identify and discuss cues such as headings, sub-headings, photographs, graphs, cartoons and types of language used.

Area of Study 1 – English for the Workplace
Foundation English
Units 1-2

This course is designed for students who need additional time and assistance to strengthen their literacy skills or are VCAL students looking for a less vocationally based English program. It focuses on developing knowledge and skills in reading for understanding, whilst also exploring ways that students can summarise ideas and information. Areas of study will include a focus on the essentials of English, the study of texts, effective research and the analysis and construction of arguments.

There is no Foundation English 3 and 4 sequence. Students completing Foundation English 1 and 2 progress to VCE English 1 and 2 or a VCAL Literacy pathway. Students in a VCE program who choose Foundation English in Year 11 would normally complete a 3 year VCE program. Student should receive advice from their current English teacher to determine if this is the right subject for them.

UNIT 1
This unit is intended for students who have previously had support with their literacy needs and is designed as a bridging course for completion of English Units 1-4. Students selecting this will require approval from their Year 10 English/Literacy teacher.

LEARNING ACTIVITIES
Students read a range of texts and develop the skills to write summaries of short texts and write for a specific purpose for a workplace or community audience. They will also comment in writing on the oral and written arguments of others as well as delivering a reasoned point of view in an oral presentation to a familiar audience.

KEY SKILLS REQUIRED
Close reading and listening, effective writing and speaking and using language accurately.

ASSESSED TASKS
These will vary according to students’ abilities, but will be a mix of spoken and written work.

UNIT 2
This unit is intended for students who need continued support with their literacy needs and is designed to enable students to go on to complete English Units 1-4. Students wanting to move into this unit will require approval from their Unit 1 English teacher.

LEARNING ACTIVITIES
The course will cover a range of texts and students will develop the skills to discuss key parts of a short literary, every day or media text and write for a range of purposes for workplace, personal or community audiences.

KEY SKILLS REQUIRED
Close reading and listening, effective writing and speaking and using language accurately.

ASSESSED TASKS
These will vary according to students’ abilities, but will be a mix of spoken and written work.
Literature
Units 1-2

The study of Literature is based on the enjoyment and appreciation of reading that comes from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations of texts and the views others hold. The subject requires a strong commitment to the set reading and covers a range of forms including film, novels, plays, short stories and poetry.

UNIT 1
In this unit students focus on the ways the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop responses to a range of literary forms and styles. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

LEARNING ACTIVITIES
Students will write analytical and imaginative responses, give spoken presentations and read a range of texts. The subject promotes classroom activities that integrate the skills of reading, writing, speaking, listening and thinking.

KEY SKILLS REQUIRED
Close reading and listening, effective writing and speaking, using language expressively and accurately.

ASSESSED TASKS
An essay discussing how personal responses to literature are developed, an essay considering the views and values of a text and an examination consisting of an analysis of a non-print text.

UNIT 2
In this unit students explore the ways literary texts connect with each other and with the world. Students consider the relationships between authors, audiences and contexts and analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based.

LEARNING ACTIVITIES
Students will explore the features of different writing styles, the effect of adapting literature to film and the significance of social context on a writer’s work. The set reading includes novels, plays, short stories and poetry.

KEY SKILLS REQUIRED
Close reading and listening, effective writing, speaking, and analysis, using language expressively and accurately and the capacity to learn and use literary and analytical terms.

ASSESSED TASKS
A critical examination of the relationship of ideas in texts from past and present eras, a creative response to one of the set texts and an end of semester written examination comparing and interpreting how a novel and a film make meaning.
Literature 3-4

The study of Literature is based on the belief that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the text. The study of Literature encourages independent and critical thinking, which will assist students in the workforce and in future academic study.

UNIT 3
In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students develop creative responses to texts and their skills in communicating ideas in both written and oral forms.

LEARNING ACTIVITIES
Students write analytical and imaginative responses, give spoken presentations and read a range of texts.

KEY SKILLS REQUIRED
Close reading and listening, effective writing and speaking, using language expressively and accurately and the capacity to learn and use literary and analytical terms.

ASSESSED TASKS
Analytical comparison of print and non-print versions of a text, analysis of the views and values of a set text and an evaluation of a review.

UNIT 4
In this unit students develop critical and analytic responses to texts. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

LEARNING ACTIVITIES
Students write analytical responses, give spoken presentations and read a range of texts.

KEY SKILLS REQUIRED
Close reading and listening, effective writing and speaking, using language expressively and accurately and the capacity to learn to use literary and analytical terms.

ASSESSED TASKS
Extended creative response to one of the set texts, an extended interpretation of a set text and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 2 hour written examination in November (50%).
Environmental Science

Units 1-2

Environmental Science provides students the scientific knowledge required to examine the issues currently being experienced by our planet’s natural environment. Unit 1 focuses on the characteristics of a typical ecosystem and how we can measure and monitor changes within an environment. While in Unit 2 In this unit students explore the concept of pollution and associated impacts on Earth’s four systems through global, national and local perspectives.

UNIT 1
In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems.

LEARNING ACTIVITIES
Research projects, practical activities, fieldwork activities, text reading/responses and problem-solving activities.

KEY SKILLS REQUIRED
Collecting data from fieldwork and practical work, research and problem solving.

ASSESSED TASKS
Topic test, a survey project and a structured scientific poster according to the VCAA standard template.

UNIT 2
In this Unit, students explore how pollutants can be produced through natural and human activities and how pollutants can generate adverse effects for living and non-living things when released into ecosystems. Students examine how pollutant effects produced in one of Earth’s four systems may have an impact on the other systems. They explore the factors that affect the nature and impact of pollution including pollutant sources, transport mechanisms and potential build-up due to long-term or repeated exposure. Students compare three pollutants of national and/or global significance with reference to their effects in the atmosphere, biosphere, hydrosphere and lithosphere, and discuss management options.

LEARNING ACTIVITIES
Research reports, practical activities, fieldwork activities, text reading/responses and problem-solving activities.

KEY SKILLS REQUIRED
Collecting data from fieldwork and practical work, research tasks and problem solving.

ASSESSED TASKS
Topic tests, research projects and an end of semester written examination.
Environmental Science Units 3-4

Environmental Science provides students the scientific knowledge required to examine the issues currently being experienced by our planet’s natural environment. Unit 3 tries to answer the question ‘How can biodiversity and development be sustained?’ Students will analyse the processes that threaten biodiversity and learn to apply scientific principles in evaluating biodiversity management strategies. Unit 4 investigates the question ‘How can the impacts of human energy use be reduced?’ by looking at the social and environmental impacts of energy production and use on society and the environment. Students continue to explore the complexities of interacting systems of water, air, land and living organisms that influence climate.

UNIT 3
Students will need to analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a selected environmental science case study with reference to the principles of sustainability and environmental management to explore management at an Earth systems scale, including impact on the atmosphere, biosphere, hydrosphere and lithosphere.

LEARNING ACTIVITIES
Research projects, practical activities, fieldwork activities, text reading/responses and problem-solving activities.

KEY SKILLS REQUIRED
Collecting and analysing data from fieldwork and practical work, research and problem solving.

ASSESSED TASKS
A presentation undertaken using a specified format and an account presented in the form of a report or written response to structured questions.

UNIT 4
Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change.

LEARNING ACTIVITIES
Research reports, practical activities, fieldwork activities, text reading/responses and problem-solving activities.

KEY SKILLS REQUIRED
Collecting and analysing data from fieldwork and practical work, research and problem solving.

ASSESSED TASKS
An evaluation of data in a given format, an explanation of an environmental process and a structured scientific poster according to the VCAA template.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework Unit 3: 20%, School Assessed Coursework Unit 4: 30%, written examination in November: 50%.
Extended Investigation
Units 3-4

Extended Investigation is an exciting new VCE Unit 3-4. The study involves students designing, investigating and presenting a research project that is based on their own specialised interests. The Extended Investigation is based on a research question that students design and a research focus can come from any discipline area. Classroom teaching focuses on building skills and an understanding of the research process including designing research questions, planning approaches to research and applying critical thinking skills. Students conduct their research independently with the ongoing support of a teacher and specialist mentor. The results of the investigation are presented in a written report together with an oral presentation. This is an ideal subject for students interested in building the skills needed to undertake tertiary study.

UNIT 3
This unit focuses on developing an understanding of the skills of critical thinking and research. Students will design a research question that requires critical inquiry and develop a detailed proposal and implementation plan, justify appropriate research methods and undertake research. Students will consider research ethics, relevant selected literature and the conventions of academic writing including referencing systems and acknowledging sources.

LEARNING ACTIVITIES
Analysis of critical thinking, a written rationale and proposal for investigation, and an oral presentation.

KEY SKILLS
High level research skills, analytical skills focusing on critical thinking, communication skills, organisational skills and the ability to work independently.

ASSESSED TASKS
Designing a research question and a written rationale, critical thinking exercises, research plan and an oral task.

UNIT 4
This unit focuses on completing the independent investigation and producing a written report that critically evaluates the results of the investigation. The study concludes with the presentation of research findings to an audience.

LEARNING ACTIVITIES
Written and oral report.

KEY SKILLS
High level research skills, analytical skills focusing on critical thinking, communication skills, organisational skills and the ability to work independently.

ASSESSED TASKS
Written report of 4000 words and an oral presentation requiring students to respond to questions and challenges from a panel. There is no end of year examination.

VCAA ASSESSMENT – The overall Study Score will consist of: School Assessed Coursework (40%) and externally assessed tasks including the final research report and oral presentation (60%).
Geography
Units 1-2

The study of geography is a structured way of exploring, analysing, and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects? How is it changing? How is it different? This study examines how human interaction with the environment has had significant consequences. Students will gain an understanding of how and why this interaction takes place and why it matters.

UNIT 1
This unit provides an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Types of hazards include: geological, hydro-meteorological, biological and technological. Topics covered include: tsunamis, bushfires, infectious diseases and human induced hazards.

LEARNING ACTIVITIES
Students will undertake fieldwork and collect data at a variety of sites. Students will develop a case study of a hazard and a report about a response to a hazard and disaster.

KEY SKILLS REQUIRED
Analysing maps and data, collecting, sorting and processing data, and researching topics.

ASSESSED TASKS
A fieldwork report, structured questions, a case study, a report, a folio of class exercises and a mid-year examination.

UNIT 2
This unit investigates the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change. Students will specialize in examples of tourism within Australia and overseas. They will explore the environmental, economic and socio-cultural impacts of different types of tourism.

LEARNING ACTIVITIES
Students will undertake fieldwork and collect data at a variety of sites. Students will develop a case study of a tourism site and a report about the impact of tourism.

KEY SKILLS REQUIRED
Analysing maps and data, collecting, sorting and processing data, and researching topics.

ASSESSED TASKS
A fieldwork report, structured questions, a case study, a report, a folio of class exercises and an end of year examination.
Global Politics Units 3-4

Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical awareness and understanding of the world in which they live, knowledge of the key actors, ethics, issues, events and the forces which shape them. In doing so, students are provided with the means to meet the opportunities and challenges posed by contemporary international life.

UNIT 3
This unit investigates the key global players in twenty-first century global politics. Students begin with an examination of the key global actors, their aims, roles, power and authority, which are analysed using contemporary evidence. Students develop this understanding through an in-depth examination of the concepts of national interest and power as they relate to the state (China, Australia, Indonesia, Japan or USA), and the way in which one Asia-Pacific state uses power to achieve its objectives. Emphasis in this unit is the contemporary twenty-first century world.

LEARNING ACTIVITIES
Case study research, internet investigations and oral presentations.

KEY SKILLS REQUIRED
Analytical reading and research, summarising, formal writing and synthesising evidence to draw conclusions, close reading and note taking and participation in class discussion.

ASSESSED TASKS
Short answer tests, essays, multimedia presentations, case studies or extended responses.

UNIT 4
This unit investigates key global challenges facing the international community in the twenty-first century. Students begin with an examination and analysis of the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship, and evaluate the effectiveness of responses to these issues. Students then explore the nature of global crises, in terms of their context, causes, the varying effectiveness of responses and challenges to solving them.

LEARNING ACTIVITIES
Case study research, internet investigations and oral presentations.

KEY SKILLS REQUIRED
Close reading and note taking, participation in class discussion, analytical reading and research, summarising, formal writing and synthesising evidence to draw conclusions.

ASSESSED TASKS
Short answer tests, essays, multimedia presentations, case studies or extended responses and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 2 hour written examination in November (50%).
_Health & Human Development_

Units 1-2

This subject will provide students with an excellent background for a career in nursing or other health areas – dietician, occupational therapy, speech pathology, health promotion, social welfare, youth work, education – kindergarten and early childhood, childcare or hospitality.

**UNIT 1**

Students will examine the physical, social and mental dimensions of health and individual human development with a focus on Australia’s youth. A range of factors and health behaviours that impact on youth health and development will be explored and the links between food intake, nutrition and health will be investigated. The health status of Australian youth will be examined and students will research specific youth health issues and analyse individual and community strategies that have been developed to address these.

**LEARNING ACTIVITIES**
Case studies, written responses, class discussions, oral presentations, multimedia presentations, readings and activities.

**KEY SKILLS REQUIRED**
Reading, interpreting and analysing information and data, research, cooperative group work, drawing informed conclusions and use of a range of ICT including Web 2.0 tools.

**ASSESSED TASKS**
Written tasks, tests, research project, multimedia presentation, audio or visual presentations.

**UNIT 2**

Students will develop an understanding of the development that takes place in the individual from conception and prenatal to late childhood, and during adulthood. The health status of Australian unborn babies and pregnant women, children and adults will be investigated and a range of factors that can affect health and individual development, including behaviours, family and community influences will be explored. Students will also investigate health issues that impact on Australian adults and draw conclusions about programs to optimise their health and individual human development.

**LEARNING ACTIVITIES**
Case studies, written responses, class discussions, oral presentations, multimedia presentations, text readings and activities.

**KEY SKILLS REQUIRED**
Reading, interpreting and analysing information and data, research, cooperative group work, drawing informed conclusions and use of a range of ICT including Web 2.0 tools.

**ASSESSED TASKS**
Written tasks, tests, research project, multimedia presentation, audio or visual presentations and an end of year written examination.
Health & Human Development 3-4

This subject will provide students with an excellent background for a career in nursing or other health related areas – dietician, occupational therapy, speech pathology, health promotion, social welfare, youth work, international aid work, education – kindergarten and early childhood, childcare.

UNIT 3
Students will examine the health status of Australians and other developed countries. A range of factors that lead to differences in health outcomes will be explored to explain variations in health status. The role of nutrition will specifically be investigated. Australia’s health system will be explored and students will develop an understanding of the approaches to health and health promotion that exist. Strategies that have been developed to address the National Health Priority Areas and healthy eating will be investigated including the Australian Guide to Healthy Eating and the Australian Dietary Guidelines relevant to adults.

LEARNING ACTIVITIES
Written responses, class discussions, oral presentations, multimedia presentations, text readings and activities.

KEY SKILLS REQUIRED
Read and interpret information and data, research, cooperative group work, summarise and evaluate strategies and a range of ICT skills including Web 2.0 tools.

ASSESSED TASKS
Case study and data analysis tasks, short answer responses, and tests.

UNIT 4
Students will investigate the variations in health status that exist between developed and developing countries. Countries will be profiled to explore differences in income, gender equality and access to health care to explain why variations in health and human development are apparent. The major work of organisations such as the United Nations, the World Health Organisation and AusAID as well as Non-Government Organisations, including World Vision, will be investigated. This allows students to understand strategies developed by these groups to promote health and human development and long term sustainability.

LEARNING ACTIVITIES
Written responses, class discussions, oral presentations, multimedia presentations, text readings and activities.

KEY SKILLS REQUIRED
Read and interpret information and data, research, cooperative group work, summarise and evaluate strategies, and a range of ICT skills including WEB 2.0 tools.

ASSESSED TASKS
Case study and data analysis tasks, short answer responses, and tests. Students will also complete an end of year examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 2 hour written examination in November (50%).
**History: 20th Century**

**Units 1-2**

Twentieth Century History involves the study of the radical changes, upheavals and wars that have shaped the modern world. The first half of the century was marked by world wars, revolution, economic collapse and the horror of the Holocaust. The USA and USSR emerged from World War Two as the new world superpowers in a new age of atomic weapons. The relationship between these allies soon dissolved into distrust and suspicion and for the next forty years a Cold War was waged between these opposing ideologies. These units provide the skills required for all Unit 3 and 4 History subjects.

**UNIT 1**

**1918-1939**

Students will examine specific events between the world wars, exploring the nature of political, social and cultural change. Students will learn to think like historians enabling them to critically analyse and explain the development of crises and conflict and evaluate the validity of different historical perspectives.

**LEARNING ACTIVITIES**

Creative responses to historical events, oral presentations, discussion and debates, case studies, internet investigations and group activities.

**KEY SKILLS REQUIRED**

Use of concepts relevant to the historical context, analysis of written and visual primary source materials, synthesising evidence to draw conclusions, research skills and essay writing skills.

**ASSESSED TASKS**

Short answer tests, essays, image and document analysis, case studies and an end of semester written examination.

**UNIT 2**

**1945-2000**

Students will consider how individuals and communities responded to the political, economic, social and technological developments of the period. They will examine Cold War fear and suspicion and discuss how societies used ideologies to legitimise their worldview. They will study the way grassroots social movements for change such as the Civil Rights movement challenged traditional power structures. The course concludes with case studies of the complexities of refugee experiences of different ethnic groups through the Twentieth Century. Finally, they will draw conclusions about the concept of progress in the 20th Century.

**LEARNING ACTIVITIES**

Case study research, oral presentations, internet investigations and group activities.

**KEY SKILLS REQUIRED**

Use of concepts relevant to the selected historical context, analysis of written and visual materials, synthesising evidence to draw conclusions, research skills and essay writing skills.

**ASSESSED TASKS**

Short answer tests, essays, image and document analysis, case studies and an end of semester written examination.
History: Revolutions

Units 3-4

This subject will help students understand the causes, processes and patterns in violent and radical change in societies. Students explore revolutions and evaluate the causes of tension and conflicts and the role played by ideas, movements and leaders in revolutionary struggles. Students will also evaluate the role of ideas such as Marxism, liberty, equality and nationalism, as well as significant leaders and movements in shaping the revolutionary struggles.

UNIT 3
Students will examine either:
The American Revolution (1754-1789) or
The French Revolution (1774-1795) or
The Russian Revolution (1896-1927) or
The Chinese Revolution (1912-1971)
Students will examine the role and significance of ideas, leaders, movements and events in the chosen revolution. An analysis of the challenges facing the emerging new order, and the way in which attempts were made to create a new society will be conducted. A second revolution will be explored in Unit 4.

LEARNING ACTIVITIES
Study of paintings, drawings and cartoons, film analysis, role plays, group tasks, research activities and historiography exercises.

KEY SKILLS REQUIRED
Reading, group and class discussions, formal writing and ICT activities.

ASSESSED TASKS
Analysis of visual and/or written documents and a research report.

UNIT 4
Students will examine either:
The American Revolution (1763-1789) or
The French Revolution (1781-1795) or
The Russian Revolution (1905-1924) or
The Chinese Revolution (1898-1976)

LEARNING ACTIVITIES
Group tasks, role plays, analysis of propaganda posters, documentaries and research activities, historiography exercises.

KEY SKILLS REQUIRED
Reading, analysis and synthesis, essay writing, research, analysis of historical sources and historians’ interpretations.

ASSESSED TASKS
Historiography exercise, essay and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 2 hour written examination in November (50%).
History: Global Empires

Units 1-2

The Early Modern era was a time of transition between medieval feudalism and the modern, secular nation-state. International trade developed as European countries became emerging powers. New knowledge and technology allowed them to expand as they launched voyages of discovery. The early stages of capitalism saw the extraction of profit from new colonial possessions and the creation of empires.

UNIT 1
Exploration and expansion
Students will examine the world dominated by the Ottoman Empire, the Ming dynasty and the Venetian Empire as well as the challenges posed by the emerging sea-faring countries of Western Europe. Students examine the motivations of new globally oriented empires.

LEARNING ACTIVITIES
Creative responses to historical events, oral presentations, discussion and debates, case studies, Internet investigations and group activities.

KEY SKILLS REQUIRED
Use of concepts relevant to the historical context, analysis of written and visual primary source materials, synthesising evidence to draw conclusions, research skills and essay writing skills.

ASSESSED TASKS
Short answer tests, essays, image and document analysis, case studies and examinations.

UNIT 2
Disruptive ideas
Students will examine how new ideas of the Early Modern period challenged old certainties and assisted in the expansion of empires. The Age of Exploration was made possible by discoveries that made for easier travel and navigation. Students investigate how the bringing together of science, technology and new economic and political ideas enabled Western European empires to entrench themselves as global superpowers.

LEARNING ACTIVITIES
Case study research, oral presentations, Internet investigations and group activities.

KEY SKILLS REQUIRED
Use of concepts relevant to the selected historical context, analysis of written and visual materials, synthesising evidence to draw conclusions, research skills and essay writing skills.

ASSESSED TASKS
Short answer tests, essays, image and document analysis, case studies and an end of semester written examination.
Hospitality (VCE VET)

Certificate II in Hospitality

COURSE AIMS
The program provides participants with an overview of the hospitality industry as well as the necessary training and skills development for the achievement of competence in:

- Food Preparation; and
- Some of aspects of Food and Beverage service.

Upon successful completion students have the opportunity to continue further studies (Unit 3 & 4) in Hospitality streams.

VENUE
Collingwood College

CONTRIBUTION TO VCAL/VCE
VCAL: This program contributes to the Industry Specific Skills Strand and may also contribute to the Work Related Skills Strand of VCAL.

VCE: Students will be eligible for up to two Units of credit. Two units for Unit 1 & 2.

ATAR: Students wishing to receive an ATAR contribution will need to complete the Unit 3 & 4 sequence or second year and undertake scored assessment for the purposes of gaining a study score. This study score can contribute to the primary four or as a fifth or sixth study.

ADDITIONAL REQUIREMENTS/INFORMATION
There is an additional fee associated with this certificate. This will be advised by the end of Term 3. This fee will cover the course workbook, uniform, knives and all other associated materials necessary for the completion of this course.

PROGRAM CONTENT
Sample competencies include:
- Prepare simple dishes
- Produce dishes using basic methods of cookery

PATHWAYS
- Certificate II in Kitchen Operations (Unit 3 and 4)
- Certificate III in Hospitality
- Certificate IV in Hospitality

POSSIBLE FUTURE CAREER OPTIONS
- Chef
- Cook
- Food Production
- Catering Manager
- Kitchen Hand
**Italian**

**Units 1-2**

The study of Italian develops students’ ability to understand and use a language, which is one of the official languages of the European Union and the second most widely spoken language in Australia. It also provides students with a direct means of access to the rich and varied culture of the many communities around the world for whom Italian is a major means of communication. Knowledge of Italian in conjunction with other skills can provide employment opportunities in areas such as tourism, social services, banking, commerce, and translating and interpreting.

**Unit 1**

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience. They will also gain the ability to be able to listen to, read and obtain information from spoken and written texts. In conjunction with this, students should be able to produce a personal response to a text focusing on real or imaginary experience.

**LEARNING ACTIVITIES**

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

**KEY SKILLS REQUIRED**

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised regularly to meet the demands of increasing language competency.

**ASSESSED TASKS**

Informal conversation, listening and responding task, reading and responding task, written review or article, oral examination and an end of semester written examination.

**Unit 2**

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions. They will also develop competency in listening to, reading, and extracting information and ideas from spoken and written texts. With guidance, students will develop the capacity to give expression to real or imaginary experience in spoken or written form.

**LEARNING ACTIVITIES**

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

**KEY SKILLS REQUIRED**

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised regularly to meet the demands of increasing language competency.

**ASSESSED TASKS**

Oral role-play or interview, listening and responding task, reading and responding task, journal entry, personal account or short story, oral examination and an end of semester written examination.
Italian: Units 3-4

The study of Italian develops students’ ability to understand and use a language, which is one of the official languages of the European Union and the second most widely spoken language in Australia. It also provides students with a direct means of access to the rich and varied culture of the many communities around the world for whom Italian is a major means of communication.

Unit 3
On completion of this unit the student should be able to express ideas through the production of original texts, analyse and use information from spoken texts. In conjunction with this students are expected to develop skill at being able to exchange information, opinions and experiences.

LEARNING ACTIVITIES
Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, roleplays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED
Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised regularly to meet the demands of increasing language competency.

ASSESSED TASKS - UNIT 3
Essay: 250 word personal or imaginative written piece
Listening and Responding: Analyse and use information from spoken texts
Role-play: A three to four minute role-play focusing on the resolution of an issue.

Unit 4
On completion of this unit the student should be able to analyse and use information from written texts as well as respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking communities.

LEARNING ACTIVITIES
Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, roleplays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED
Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised regularly to meet the demands of increasing language competency.

STUDYING LANGUAGES
Language study at VCE level steadily develops students’ proficiency in listening, speaking, reading and writing.

ASSESSED TASKS - UNIT 4
Reading and Responding: Analyse and use information from written texts.
Essay: A 250-300 word informative, persuasive or evaluative written response.
Oral Interview: A three to four minute interview on an issue related to the texts studied.
Students will also complete both an oral and written examination at the end of the year.
Legal Studies

Units 1-2

Students who choose Legal Studies will have the opportunity to learn who makes the laws under which we all must live and look at resolving civil and criminal disputes through courts and other bodies. It focuses on laws that affect us in everyday life.

UNIT 1
This unit provides a study of criminal law and how it affects us. Students study types of crime, the role of police, punishment and how the legal system works. Students will also look at the process used by Parliament to make laws.

LEARNING ACTIVITIES
Learning from different criminal cases, essay writing and class discussions. Students will also hear guest speakers; participate in court visits and an excursion to a prison.

KEY SKILLS REQUIRED
Students should have an interest in and awareness of current legal issues and a willingness to discuss issues during classroom discussion. Students will learn to analyse and apply the law to legal cases. Essay writing skills will also be developed.

ASSESSED TASKS
Tests, essay, case studies and an end of semester written examination.

UNIT 2
This unit focuses on the effective resolution of disputes. Students study the area of civil law and alternative ways of settling disputes. Students will complete a detailed investigation of an area of civil law which may include Family Law, Workplace Laws or Tenancy Law. Students will also look at legal case studies to examine rights and the role people can play in our legal system.

LEARNING ACTIVITIES
Research report, case studies and a visit to the Melbourne Law Courts.

KEY SKILLS REQUIRED
Students should have an interest in and awareness of current legal issues and a willingness to discuss issues during classroom discussion. Students will learn to analyse and apply the law to legal cases, research topics and write essays.

ASSESSED TASKS
Case studies, assignments, tests and an end of semester written examination.
Legal Studies: Units 3-4

Possible career paths include Law, Commerce or Business at University. New University courses such as Dispute Resolution and Criminal Justice Administration provide many opportunities for students who wish to further their studies in this area. Some students choose to enter the police force, or work for a legal firm.

It is appropriate for students to select Legal Studies 3 and 4 during their Year 11 studies. Students selecting this option should be motivated and well organised.

UNIT 3
This unit enables students to develop an understanding of the institutions that determine laws and the processes by which laws 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 the law-making bodies and the processes used to influence change and reform.

LEARNING ACTIVITIES
Topic tests, essays and case studies.

KEY SKILLS REQUIRED
Students should be highly motivated, well organised and able to manage their time effectively. During the year students will develop an awareness of current legal issues and enhance their ability to write extended response questions.

ASSESSSED TASKS
Tests, case study and extended response questions.

UNIT 4
This unit explores courts, tribunals and alternative avenues of dispute resolution to compare and evaluate the operation of various dispute resolution methods. Students develop an understanding of criminal and civil pre-trial and trial processes. The operation of the jury system in criminal and civil trials will be examined and students will review the operation of the adversary system, giving consideration to its strengths and weaknesses.

LEARNING ACTIVITIES
Topic tests, essays, case studies and a Melbourne Law Court excursion.

KEY SKILLS REQUIRED
Students should be highly motivated, well organised and able to manage their time effectively. Students will continue to develop essay writing skills while enhancing examination skills.

ASSESSSED TASKS
Short answer tests, extended response questions and case studies and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 2 hour written examination in November (50%).
Mathematics Overview

WHAT IS VCE MATHEMATICS ABOUT?

Mathematics is the study of patterns in number and space. It provides us with a means of symbolic communication that is powerful, logical, concise and unambiguous. Mathematics is a means by which people can understand and manage their environment. In VCE Mathematics, students have access to worthwhile and challenging mathematical learning activities. Students learn, practice and apply mathematical routines and techniques by undertaking application tasks, solving problems set in both unfamiliar and real life situations and finding solutions to standard problems. All courses involve the use of technology and most utilise sophisticated graphic calculators. Fitzroy High School and Collingwood College offers a range of Mathematics courses to suit different abilities and all career paths.

Students should carefully read the courses and the possible pathways on the next few pages and discuss these with their current Mathematics teacher, Careers counsellor and parents. They should consider their past performance in Mathematics subjects and the level of Mathematics they studied at Year 10. A possible career path is important to consider as many tertiary colleges have requirements for certain Mathematics units to be studied. Students should be careful not to select the minimum level of prerequisite as decisions about their future career pathway may change over time. VCE Mathematics units may also be used for credit transfer for some TAFE courses.

This option is suitable for students who:
• are motivated and organized in their studies;
• find a traditional classroom limits their progress;
• enjoy working at their own pace;
• have received careful counselling from their teachers about whether this is the best option for them.

WHICH MATHS UNITS SHOULD STUDENTS CHOOSE?

SELECTING UNITS 1-2

Pathway 1: Mathematical Methods 1 and 2 with Specialist Mathematics 1 and 2
To have the widest choice and the strongest background for Units 3 and 4 Mathematics, students should consider studying four units of Mathematics at the Units 1 and 2 level. This path opens up all Units 3 and 4 Mathematics courses and therefore satisfies any tertiary entrance requirement for Mathematics. Studying Mathematical Methods with Specialist Mathematics means students are doing both Maths, allows coverage of all material to a greater depth which promotes better understanding. The Specialist Mathematics Units 1 and 2 class will also introduce topics that are needed for Specialist Mathematics Units 3 and 4.

Pathway 2: Mathematical Methods *
It is possible to do Mathematical Methods Units 1 and 2 alone as a prerequisite for Mathematical Methods Units 3 and 4 and Further Mathematics Units 3 and 4. It is not, however, a recommended pathway for a sound background in these subjects. Students wishing to study Mathematical Methods Units 1 and 2 must discuss their choice carefully with their Year 10 Mathematics teacher or the VCE Leader.

* For this combination of units students will need to undertake some supplementary study (determined by
school) with respect to assumed knowledge and skills for Specialist Mathematics Units 3 and 4).

**Pathway 3: General Mathematics**
If students do not have a strong background in Mathematics but wish to study some Mathematics for career requirements, then this is the appropriate unit. It can lead on to Further Mathematics.

**Pathway 4: Foundation Mathematics**
Students who find Maths challenging, and do not intend to study Maths in Year 12**, may choose Foundation Maths. This study develops students’ mathematical skills and may support their VET studies.

**For this combination of units students wishing to progress to Further Mathematics Units 3 and 4 will need to undertake some supplementary study (determined by school) with respect to assumed knowledge and skills for Area of Study 1.**

**SELECTING YOUR UNITS 3-4**

Students must consider their performance in Units 1 and 2 and have a clear understanding of their mathematical abilities and the requirements of possible career pathways. It is recommended that students leave the widest possible options open even at this stage.

Students may choose:

**Further Mathematics Units 3 and 4**
This is an ideal choice for students who do not have a strong background in Mathematics but wish to keep their options open for their future career pathway. It is also a suitable subject for students with strong mathematical abilities who require one or more Mathematics subjects.

**Mathematical Methods Units 3 and 4**
This is the important prerequisite for many tertiary courses, in particular those in Mathematics, Science and Engineering. Students should carefully consider pairing Specialist Mathematics with this choice.

**Mathematical Methods Units 3 and 4 and Further Mathematics Units 3 and 4**
This is an interesting combination for students who enjoy Mathematics. They will experience a much broader coverage of Mathematics than can be achieved by only selecting Mathematical Methods. They will study calculus along with the more immediately applicable fields of statistics and arithmetic applications. Selecting Further Mathematics will support the work being studied in Mathematical Methods.

**Specialist Mathematics Units 3 and 4 with Mathematical Methods Units 3 and 4**
Specialist Mathematics must be taken with Mathematical Methods and is therefore an ideal study for capable Mathematics students. The obvious advantage of combining these two Mathematical studies is that ‘Specialist’ helps students understand the ‘Methods’ course by giving them more practice in similar concepts.
Mathematics: Foundation
Units 1-2

This subject is intended to provide support for students who need mathematical skills in other VCE subjects including VET and who do not intend undertaking Units 3 and 4 Mathematics. It does not provide a pathway for any Unit 3 and 4 studies in Mathematics. Effective use of technology in practical situations will be encouraged.

UNIT 1
This subject studies everyday Mathematics. Topics are designed to raise awareness of mathematics in everyday lives and it is ideal for those who do not intend studying Mathematics at Unit 3 and 4 level.

LEARNING ACTIVITIES
Practice exercises and practical activities which include; surveys, modelling and research, preparing reports/presentations.

KEY SKILLS REQUIRED
Mathematical problem solving skills, calculator technology and numeracy skills.

ASSESSED TASKS
Assignments, presentations, topic tests and an end of semester examination.

UNIT 2
This unit continues the theme of practical, everyday Mathematics and it develops skills in budgeting, personal finance, map reading and navigation.

LEARNING ACTIVITIES
Individual projects involving the local community and a range of practice exercises.

KEY SKILLS REQUIRED
Mathematical problem solving skills, calculator technology and numeracy skills.

ASSESSED TASKS
Assignments, presentations, topic tests and an end of semester examination.
Mathematics: General
Units 1-2

General Mathematics provides for different combinations of student interests and preparation for study of VCE Further Mathematics at the Unit 3 and 4 level. This subject provides a pathway for students that require mathematics as entry for future study and career paths.

Students in this course must have an approved CAS calculator.

UNIT 1
Students will study Computation and Practical Arithmetic, Investigating and Comparing Data Distributions, Linear Relations and Equations, Linear Graphs and Modelling, and Matrices.

LEARNING ACTIVITIES
Textbook exercises, online revision activities and an application task.

KEY SKILLS REQUIRED
Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS
Topic tests, online activities, an application task and an end of semester written examination.

UNIT 2
Students will study Investigating relationships between two numerical variables, Number Patterns & Recursion, Shape and Measurement, Applications of Trigonometry.

LEARNING ACTIVITIES
Textbook exercises, online revision activities and an application task.

KEY SKILLS REQUIRED
Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS
Topic tests, online activities, an application task and an end of semester written examination.
Mathematics: Specialist

Units 1-2

All students who study Specialist Units 1 and 2 must study Mathematical Methods Units 1 and 2. Students need to have satisfactorily completed Specialist Mathematics Units 1 and 2 and Mathematical Methods Units 1 and 2 prior to studying Specialist Mathematics Units 3 and 4. Students in this course must have an approved CAS calculator.

UNIT 1
Students study techniques in the simplification and solution of a range of algebraic expressions and equations, including variation, as well as concepts in geometry and statistics. Students use CAS calculators to explore skills and concepts as well as practising skills technology free.

LEARNING ACTIVITIES
Textbook exercises, worksheets, revision activities, application tasks.

KEY SKILLS REQUIRED
Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS
Topic tests, application tasks and a mid-year written examination.

UNIT 2
Students extend their knowledge of trigonometry and begin an investigation into the mathematics of motion and forces, matrices, vectors and complex numbers.

LEARNING ACTIVITIES
Textbook exercises, worksheets, revision activities and application tasks.

KEY SKILLS REQUIRED
Mathematical skills and understanding, CAS calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS
Topic tests, application tasks and two end of semester written examinations.
Mathematics Methods
Units 1-2

Students taking this subject should have a good mathematical background and have achieved strong results in Year 10 Mathematics. Mathematical Methods and Advanced General Mathematics taken together form the best possible preparation for the study of Mathematical Methods Units 3 and 4. Students in this course must have an approved CAS calculator.

UNIT 1
Students will study simple algebraic functions in relation to the following areas of study: Functions and Graphs, Algebra, Calculus, and Probability and Statistics. Calculators (CAS) are used to explore skills and concepts but students also practise skills without the use of a calculator.

LEARNING ACTIVITIES
Textbook exercises, online revision activities, tests and an application task.

KEY SKILLS REQUIRED
Well-developed mathematical skills and understanding, graphing calculator (CAS) technology. Ability to apply mathematical skills and knowledge to solve application problems.

ASSESSED TASKS
Topic tests, application task and a mid-year examination.

UNIT 2
In this unit, students will focus on the study of simple transcendental functions and the calculus of simple algebraic functions. This will be in relation to the following areas of study: Functions and Graphs, Algebra, Calculus, and Probability and Statistics. Calculators (CAS) are used to explore skills and concepts but students also practise skills without the use of a calculator.

LEARNING ACTIVITIES
Textbook exercises, online revision activities and an application task.

KEY SKILLS REQUIRED
Well-developed mathematical skills and understanding, graphing calculator (CAS) technology. Ability to apply mathematical skills and knowledge to solve application problems.

ASSESSED TASKS
Topic tests, application task and two end of semester written examinations.
Mathematics Further
Units 3-4

Further Mathematics can be taken on its own or with Mathematics Methods Units 3 and 4. Students undertaking Further Mathematics should have successfully completed either Specialist, General Mathematics or Mathematical Methods Units 1 and 2. Students in this course must have an approved CAS calculator.

Note: Foundation Mathematics does not provide a basis for undertaking Further Mathematics.

UNIT 3
In this unit students will study Data Analysis and Graphs and Relations. The topics follow directly on from work covered in Units 1 and 2.

LEARNING ACTIVITIES
Textbook exercises, revision activities and application tasks.

KEY SKILLS REQUIRED
Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS
Topic tests, analysis task, application task.

UNIT 4
In this unit students will study Geometry, Trigonometry and Matrices.

LEARNING ACTIVITIES
Textbook exercises, revision activities and application tasks.

KEY SKILLS REQUIRED
Mathematical skills and understanding, CAS technology, application of mathematical skills and knowledge.

ASSESSED TASKS
Topic tests, analysis task, application task. Students will also complete two end of year examinations.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework (34%), 1 ½ hour written Examination 1 in November (33%), 1 ½ hour written Examination 2 in November (33%).
Mathematics Methods

Units 3-4

This unit is designed to equip students to undertake Mathematics at a tertiary level. As algebra is instrumental in much of the content of this subject, students should have developed strong algebraic skills and achieved very good to excellent results in General Mathematics and Mathematical Methods Units 1 and 2, or alternatively, in Mathematical Methods Units 1 and 2 when only one subject of Mathematics was undertaken.

UNIT 3
The focus of this unit will be a selection of content that would typically include Functions and Graphs, Algebra and applications of derivatives and differentiation. This also includes identifying and analysing key features of functions and their graphs with Calculus as a focal point.

LEARNING ACTIVITIES
Textbook exercises, revision activities and application task.

KEY SKILLS REQUIRED
Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS
Topic tests and application task.

UNIT 4
Students will study anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves with a focus on real world applications of Calculus.

LEARNING ACTIVITIES
Textbook exercises, revision activities and application tasks.

KEY SKILLS REQUIRED
Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS
Two analysis tasks and two end of year written examinations.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework (34%), 1-hour written Examination 1 (technology free) in November (22%), 2-hour written Examination 2 (technology active) in November (44%).
Specialist Mathematics
Units 3-4

Specialist Mathematics is recommended for students intending to study science, computing or engineering based university subjects. A high level of mathematics is essential in our rapidly changing and technologically advanced world. Students enrolled in this course must also be enrolled in Mathematical Methods Units 3 and 4. Successful completion of both Specialist Mathematics Units 1 and 2 and Mathematical Methods Units 1 and 2 is highly recommended to undertake Specialist Mathematics Units 3 and 4.

UNIT 3
Students will study vectors, complex numbers, coordinate geometry, trigonometry and calculus.

LEARNING ACTIVITIES
Textbook exercises, revision activities, note taking, writing of summaries, analysis and applications exercises. Many of these activities will also incorporate the use of technology, primarily the TI-Nspire graphing calculator.

KEY SKILLS REQUIRED
High level mathematical skills and understanding is required. A large bank of key skills and knowledge from studying Year 11 Advanced General Mathematics and Maths Methods CAS is assumed. Students are expected to be able to apply techniques, routines and processes related to the areas of study with and without the use of technology.

ASSESSED TASKS
Two school assessed analysis tasks.

UNIT 4
Students will study calculus techniques and applications, particularly integral calculus, as well as the study of the mathematics of movement and motion. Topics include differential equations, kinematics, vector calculus, statics and dynamics.

LEARNING ACTIVITIES
Textbook exercises, revision activities, note taking, writing of summaries, analysis and applications exercises. Many of these activities will also incorporate the use of technology, primarily the TI-Nspire graphing calculator.

KEY SKILLS REQUIRED
High level mathematical skills and understanding is required. A large bank of key skills and knowledge from studying Specialist Mathematics Units 1 and 2 and Maths Methods Units 1 and 2 is assumed. Students are expected to be able to apply techniques, routines and processes related to the areas of study with and without the use of technology.

ASSESSED TASKS
Application SAC, topic test SACs and two end of year written examinations.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework (34%), 1 hour written examination (technology free) in November (22%), and 2 hours written examination (technology active) in November (44%).

76
In Units 1 and 2, you will study all forms of modern media, from the impact of social media, to the study of how film, television, photography, print and online media create representations through which 'stories' are told and meanings created. Media graduates are highly sought after. Pathways may include careers in Film Making, Journalism, Television, Photography, Print Media, Strategic Marketing, and/or Production Roles involving lighting, camera, sound and editing. Past Fitzroy High Media students have gone on to secure work within the television industry, print media.

UNIT 1
Students will learn how the media constructs meaning through selected use of technical and symbolic production codes, such as lighting, camera angles, props etc. Media technologies such as video production, print, photography, soundscapes & social media will be explored.

LEARNING ACTIVITIES
Students will analyse representations in selected on-line, television or film texts, and use a range of media technologies to create their own media representations.

KEY SKILLS REQUIRED
Research, analysis and media production skills.

ASSESSED TASKS
Test SAC and/or class presentation, individual media production and an end of semester written examination.

UNIT 2
Students will learn about media production stages and specialist roles, as well as media industry practices and issues.

LEARNING ACTIVITIES
Students will learn about the media production process. The creative stages of pre-production, production and post-production/exhibition stages will be explored, by studying a range of texts such as feature film production or online media marketing projects such as ‘Kickstarter’.

KEY SKILLS REQUIRED
Research, analysis and media production skills.

ASSESSED TASKS
Collaborative media production, test SAC and/or class presentation and an end of semester written examination.
Media: Units 3-4

We are surrounded by media and increasingly use new and emerging technologies to create our own. The media plays a pivotal role in shaping public opinion (both positively and negatively) and reflecting national identity – the role of social media in the context of “citizen journalism” being a recent example. This is why a study of the media is crucial if we want to work in the industry, make our own media, or just want to understand how it could influence our behaviour and shape our attitudes. Media graduates are highly sought after in the corporate world.

UNIT 3
Students will study how fictional narrative films are constructed using production and story elements to engage their audiences. Students will also prepare for a major assessment task – a media production to be completed in Unit 4. This will involve designing and implementing two media production exercises to develop students’ production skills prior to commencing the School Assessed Task (SAT) in Unit 4. Finally, students will complete a design plan for their SAT.

LEARNING ACTIVITIES
Viewing then analysing two fictional narrative films; designing and completing two short production exercises in a range of media formats and completing a design plan for a major media production.

KEY SKILLS REQUIRED
Analysis and research skills, media production skills, time management skills and creative ability.

ASSESSED TASKS
A test SAC based on Outcome 1, Narrative.
(NOTE: Outcomes 2 and 3 are awarded an S or N only in Unit 3 but assessed in Unit 4 as part of the SAT)

UNIT 4
Students complete the Media Production SAT planned in Unit 3. Students also learn how films are influenced by the social values and discourses of their time. Students then investigate the extent to which the media is said to influence groups and individuals in our society, both positively and negatively.

LEARNING ACTIVITIES
The completion of a Media Production SAT; the analysis of a film and other media texts focusing on the social, political and cultural discourses that may have existed at the time; an investigation of the debate surrounding the claim that media can influence our behaviour.

KEY SKILLS REQUIRED
Analysis and research skills, media production skills, time management skills and creative ability.

ASSESSED TASKS
A production SAT; two test SACs and an end-of-year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework (18%), School Assessed Task (37%), and 2 hour written examination in November (45%).
Music Performance
Units 1-2

This study is heavily focused on solo and group rehearsal and performance. Other areas of this study are designed to enhance musicianship. There is a balance of class work including theory, research, creative work, aural comprehension and practical performance work. Participation in a number of weekly ensemble rehearsals is a compulsory component of the course. Some of these rehearsals will occur outside of normal class time. The ability to read music is assumed. Some performances and assessments will take place out of normal school hours. Previous studies in classroom music are strongly encouraged and at least three years instrumental tuition is assumed.

UNIT 1
Students develop performance skills, knowledge of music theory and a critical understanding of pieces being studied. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

LEARNING ACTIVITIES
Weekly theory worksheets, aural work and individual instrumental lessons, analyses of a variety of compositions, written analysis assignments, ensemble rehearsals and performances and daily practice of scales, pieces and exercises.

KEY SKILLS REQUIRED
Ability to read music, school ensemble experience, some music theory and a minimum of three years tuition with an instrumental music teacher.

ASSESSED TASKS
Theory and aural tests, ensemble participation, performance assessment of solo pieces, scales, exercises and unprepared performance, written analysis assignment and an end of semester written examination.

UNIT 2
Students further develop their performance skills, knowledge of music theory and a critical understanding of pieces being studied. They apply this knowledge when preparing and presenting performances.

LEARNING ACTIVITIES
Weekly theory worksheets, aural work and individual instrumental lessons, written analyses of pieces, composing and improvising in selected styles, ensemble rehearsals and daily practice of scales, pieces and exercises.

KEY SKILLS REQUIRED
Ability to read music, school ensemble experience, some music theory and a minimum of three years tuition with an instrumental music teacher.

ASSESSED TASKS
Theory, aural tests, ensemble participation, performance assessment of solo pieces, scales, exercises and sight reading or improvisation, written assignments and an end of semester written examination. Students create a simple composition based on the analysis of their program works.
Music Performance Units 3-4

This subject is for students who are interested in music performance. Participation in weekly ensemble rehearsals is a compulsory component. A significant number of rehearsals and performances will take place outside of class time. It is recommended that students have studied Units 1 and 2 Music Performance and have satisfactorily completed Unit 2 Music Performance prior to studying Units 3 and 4. Students must have an Instrumental Music Teacher in order to complete these units. The school allocates teachers for students studying some instruments but not all. If the school cannot supply an Instrumental Music Teacher the student is responsible for engaging a teacher.

UNIT 3
Students will develop their solo and ensemble performance skills. They study the work of other performers and refine selected strategies to optimise their own approach to performance. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

LEARNING ACTIVITIES
Theory worksheets, aural comprehension tasks, analyses of a variety of musical compositions, written analysis assignments, daily practice of scales, pieces and exercises and regular ensemble rehearsals and performances.

KEY SKILLS REQUIRED
High level ability in reading music, advanced ensemble skills and a minimum of four years instrumental tuition.

ASSESSED TASKS
Performance assessment of ensemble and solo pieces, scales, exercises and unprepared performance, performance assessment of participation in an ensemble and completion of theory, aural and analysis tests and worksheets.

UNIT 4
Students will mainly focus on either solo or ensemble performance as commenced in Unit 3.

LEARNING ACTIVITIES
Theory worksheets, aural comprehension tasks, analyses of selected works, written analysis assignment, daily practice of scales, pieces and exercises and regular ensemble rehearsals and performances.

KEY SKILLS REQUIRED
High level ability in reading music, advanced ensemble and solo performance skills, a minimum of four years instrumental tuition.

ASSESSED TASKS

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework (30%), 25 minutes solo performance examination in October (50%), 1 ½ hour aural and written examination in November (20%).
Outdoor & Environmental Studies

Units 1-2

This is an excellent subject if you are interested in Outdoor Education, Recreation, Eco Tourism, Environmental Science or Resource Management. It combines a range of compulsory multi-day practical activities that explore the theory associated with environmental relationships, and concepts related to human and societal relationships with outdoor environments. The subject is 70% theory and 30% practical.

UNIT 1
This unit introduces students to the characteristics of a variety of outdoor environments. Students undertake a number of case studies of different types of environments and develop appropriate practical skills for safe and sustainable participation in outdoor experiences. The focus is on the individual and his/her personal relationship with the natural environment. Students develop a clear understanding of the range of motivations for interacting with natural environments.

LEARNING ACTIVITIES
Practical experiences are linked with theoretical investigations so students can gain insight into a variety of responses to and relationships with nature.

KEY SKILLS REQUIRED
Plan, participate and reflect upon outdoor experiences, analysis and group work.

ASSESSED TASKS
Reflective journal of outdoor experiences, short reports/survey, written responses, practical reports, oral presentations, tests and an end of semester written examination.

UNIT 2
This unit focuses on human activities undertaken in the outdoor environments and their impact on the environment. Such impacts include natural and human induced changes. Through investigation of specific outdoor environments, students analyse different ways of experiencing and knowing the outdoor environment and the various codes of conduct that apply.

LEARNING ACTIVITIES
Practical experiences will provide the basis for comparison and reflection and opportunities for students to develop theoretical knowledge about natural environments.

KEY SKILLS REQUIRED
Plan, participate and reflect upon outdoor experiences, analysis, identify strategies, apply practices and codes and group work.

ASSESSED TASKS
Reflective journal of outdoor experiences, short reports, written responses, case studies, surveys, practical reports, oral presentations, tests and an end of semester written examination.
Outdoor & Environmental Studies 3-4

This is an excellent subject if you are interested in Outdoor Education, Recreation, Eco Tourism, Environmental Science or Resource Management. It combines a range of compulsory multi-day practical activities that explore the theory associated with environmental relationships, and concepts related to human and societal relationships with outdoor environments. The subject is 70% theory and 30% practical.

UNIT 3
The focus of this unit is the ecological, historical and social context of relationships between humans and natural environments in Australia. It examines the impact of these relationships on natural environments reflecting on the changing nature of human interactions and relationships with, and perceptions of, the natural environment in Australia since human habitation.

LEARNING ACTIVITIES
Reflective journal of outdoor experiences, written reports, class discussions, research tasks and group work.

KEY SKILLS REQUIRED
Reflect upon outdoor experiences, analysis, research and application of information.

ASSESSED TASKS
Reflective journal of outdoor experiences, short reports, written responses and tests.

UNIT 4
This unit focuses on the sustainable use and management of natural environments. It examines the contemporary state of environments in Australia, considers the importance of the maintenance of natural environments and examines the capacity of the natural environment to support the future needs of the world’s human population.

LEARNING ACTIVITIES
Reflective journal of outdoor experiences, written reports, class discussions, research tasks and group work.

KEY SKILLS REQUIRED
Reflect upon outdoor experiences, analysis and application of information.

ASSESSED TASKS
Reflective journal of outdoor experiences, test, case study, written report, and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 2 hour written examination in November (50%).
Philosophy
Units 1-2

Philosophy provides students with the opportunity to read and understand some powerful ideas that have shaped our culture. Philosophy grapples with some of the most profound questions, such as: What is the nature of reality? Is it possible to attain absolute certainty about anything? Are right and wrong simply matters of culture? Is it rational to have religious beliefs? Studying philosophy develops the ability to clarify concepts, analyse problems and construct reasonable, coherent arguments.

UNIT 1
Through the study of philosophical texts, students will cover an introduction in basic philosophical enquiry in metaphysics and epistemology. The selected texts explore what is meant when we say we have a mind and body, and how we use them. Epistemology addresses the study of how we attain knowledge and the importance of knowledge and justification. It also includes an introduction to logic and reasoning.

LEARNING ACTIVITIES
Group and class discussions, understanding and developing arguments, research reports and oral presentations.

KEY SKILLS REQUIRED
Analytical reading, summarising, synthesising and analysing texts and formal writing.

ASSESSED TASKS
Close reading with note taking, analysis, essays, short answer responses and a mid-year written examination.

UNIT 2
This unit begins with a study of ethics. Through key philosophical texts students explore questions such as: What should I do? What is right? Philosophy of religion then addresses questions such as: What does the term God mean? Can a coherent account of God be given? Other traditions of thought include Buddhism and Hinduism. Students will also cover an area of logic and reasoning.

LEARNING ACTIVITIES
Group and class discussions, understanding and developing arguments, research reports and oral presentations.

KEY SKILLS REQUIRED
Analytical reading, summarising, synthesising and analysing texts, formal writing.

ASSESSED TASKS
Close reading with note taking, analysis, short answer responses and an end of semester written examination.
Philosophy: Units 3-4

Unit 3 and 4 Philosophy takes the central philosophical questions surrounding humanity and applies them to key texts throughout history. Students apply skills of analysis and close reading to texts by Plato, Descartes, Armstrong, Hume, Locke, Aristotle, Nietzsche, Singer and Buddhist scripture. These units allow students to explore the questions in light of specific writers over time. There is also a focus on students relating the ideas found in the texts to their lives as individuals in a modern world.

UNIT 3
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 in set texts from the history of philosophy to their own views on these questions and contemporary debates.

LEARNING ACTIVITIES
Group and class discussions, understand and develop arguments, research reports, oral presentations, close reading (including note taking), journal entries, short answer responses, essays.

KEY SKILLS REQUIRED
Analytical reading, summarizing, analyzing, evaluating and comparing ideas in texts and formal writing.

ASSESSED TASKS
Essay and short answer responses.

UNIT 4
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.

LEARNING ACTIVITIES
Group and class discussions, understand and develop arguments, research reports, oral presentations, close reading (including note taking), journal entries, short answer responses, and essays.

KEY SKILLS REQUIRED
Analytical reading, summarising, analysing, evaluating and comparing ideas in texts and formal writing.

ASSESSED TASKS
Essay, short answer responses and end of year written examination.

VCAA ASSESSMENT –The overall Study Score will consist of:
School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).
**Physical Education**

**Units 1-2**

This subject introduces students to an understanding of physical activity involving the relationship between body systems, analysis of factors that influence physical performance and involvement in physical activity. This subject is 60% theory and 40% practical work.

**UNIT 1**

Students explore how the body systems work together to produce movement and then analyse this motion using biomechanical principles. Through practical activities students explore relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement. Students also select one detailed study from either technological advancements or injury prevention and rehabilitation.

**LEARNING ACTIVITIES**

Practical laboratory reports, practical activity classes, written reports, data analysis exercises and participation in and evaluation of practical classes via a reflective folio/diary.

**KEY SKILLS REQUIRED**

Observation and involvement in classroom activities, ability to write laboratory reports, data analysis, research skills, ability to participate in and evaluate practical classes via individual and group work, general ICT skills and note taking.

**ASSESSED TASKS**

Practical laboratory reports, written reports, tests, case study analysis and a mid-year examination.

**UNIT 2**

This subject explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. Students are also introduced to physical activity and the role it plays in the health and wellbeing of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits across the lifespan. Students also select one detailed study from either decision making in sport or promoting active living.

**LEARNING ACTIVITIES**

Laboratory classes and reports, data analysis exercises and participation in and evaluation of practical classes via a critically reflective folio/diary.

**KEY SKILLS REQUIRED**

Observation and involvement in classroom activities, ability to write laboratory reports, data analysis, research skills, ability to participate in and evaluate practical classes via individual and group work, general ICT skills and note taking.

**ASSESSED TASKS**

Test, case study analysis, practical laboratory report, written reports and an end of semester written examination.
Physical Education: Units 3-4

This subject introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students analyse data in relation to the National Physical Activity Guidelines and apply the social-ecological model to a range of physical activities. Students study physical fitness, the definitions, components and the relationship to energy systems and recognise how fitness components are used in various sports. This subject is 60% is theory and 40% practical.

UNIT 3
Students study the patterns of participation in physical activity and consider how much activity we should do. Students measure physical activity and investigate strategies used to promote involvement. Students also investigate the contribution of energy systems to performance in physical activity. In particular students investigate the interplay of the systems and the multifactorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

LEARNING ACTIVITIES
Summaries, laboratory reports, case studies and structured questions.

KEY SKILLS REQUIRED
Describe, identify, collect, analyse and interpret data, complete laboratory reports, analyse and evaluate information collected, apply theory to practical situations and participate in practical classes.

ASSESSED TASKS
Written reports, practical laboratory report and tests.

UNIT 4
Students study improvements in performance, in particular fitness. Students undertake an activity analysis, and investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Students learn to critically evaluate different techniques and practices that can be used to enhance performance. Students also investigate strategies used to promote recovery including nutritional, physiological and psychological practices.

LEARNING ACTIVITIES
Summaries, laboratory reports, case studies and structured questions.

KEY SKILLS REQUIRED
Describe, identify, collect, analyse and interpret data, complete laboratory reports, report on, analyse and evaluate information collected, apply theory to practical situations and participate in practical classes.

ASSESSED TASKS
Written reports, practical laboratory report, tests and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), a 2 hourwritten examination in November (50%).
**Physics**

**Units 1-2**

In Physics, students gain an appreciation of the laws of nature from the smallest scale of the atomic nucleus to the largest scale, that of the entire universe. The focus is on being able to understand and meaningfully describe the physical world. Physics provides an excellent grounding for a large number of fulfilling careers and is a very suitable subject for inquisitive students who have sound capabilities in analysis.

Students need to have satisfactorily completed Unit 1 and 2 Physics prior to studying Units 3 and 4.

**UNIT 1**
The focus of Unit 1 is on heat, energy and the natural effects caused in their transfer. Students will study the laws of thermodynamics and their application to real life situations, including how energy transfers affect long term patterns in climate. Students will also study electricity and their real world applications through the construction of electrical circuits. This will then lead into nuclear physics, including atomic energy, its application in modern society and the formation of the universe.

**LEARNING ACTIVITIES**
Discussions of physical phenomena, worksheets, group activities, text questions, practical activities and participation in an astronomy evening.

**KEY SKILLS REQUIRED**
The ability to predict, observe and explain physical events from evidence is most important. This may be expressed through mathematic equations, so mathematical skills in the areas of arithmetic calculations, substitution, transposing and analysing data is beneficial.

**ASSESSED TASKS**
Topic tests, practical work, an extended practical investigation, research, team based multimedia presentations and an end of semester written examination.

**UNIT 2**
The focus of this Unit is the use of experiments and what they reveal about the physical world. We firstly will focus on how motion can be described and explained, in terms of momentum, energy and kinematics. Students then have a choice of studying the physics involved with two separate observations from the physical world. These include studies in the fields of flight, astronomy, nuclear physics, sound, biomechanics and motion.

**LEARNING ACTIVITIES**
Discussions of physical phenomena, worksheets, group activities, text questions and practical activities.

**KEY SKILLS REQUIRED**
The ability to predict, observe and explain physical events from evidence is most important. This may be expressed through mathematic equations, so mathematical skills in the areas of arithmetic calculations, substitution, transposing and analysing data in beneficial.

**ASSESSED TASKS**
Topic tests, practical work, an extended practical investigation, research, team based multimedia presentations and an end of semester written examination.
Physics: Units 3-4

Students gain an appreciation of the laws of nature from the smallest scale of the atomic nucleus to the largest scale, the entire universe. Students learn through experimenting, observing, debating and developing theoretical models that describe the phenomena we see. The study of Physics underpins much of the technology found in areas such as commerce, communications, engineering and industry.

Students need to have satisfactorily completed Unit 1 and 2 Physics prior to studying Units 3 and 4.

UNIT 3
Students study motion, electronics, photonics and materials and their use in structures. Motion covers basic descriptions on movement, forces, momentum and energy, projectile motion, circular motion and gravity. Electronics covers basic circuits as well as diodes and amplifier characteristics, with photonics introducing students to optic-electrical devices such as those used in fibre optic communications. Characteristics of construction materials and the effects of forces in and on structures are also covered.

LEARNING ACTIVITIES
Experimental work including interactive simulation activities, text questions, quizzes, homework sheets and other relevant tasks. Guest speakers are used when available and relevant to topics or career paths.

KEY SKILLS REQUIRED
Motion and electric circuit skills and knowledge from Units 1 and 2, data interpretation and analysis, ability to use and manipulate formulae and enquiry based skills.

ASSESSED TASKS
Extended practical investigation, report based on practical work and tests.

UNIT 4
Students study electric power and ideas about light and matter. Electric power covers the connection between magnetic fields and electric currents involved in the operation of electric motors, generators and the transmission of electric power. Based on experimental observations, models for light and for matter are discussed and applied, in particular the wave model, particle model and wave-particle duality.

LEARNING ACTIVITIES
Experimental work including interactive simulation activities, text questions, quizzes, homework sheets and other relevant tasks. Guest speakers are used when available and relevant to topics or career paths.

KEY SKILLS REQUIRED
Knowledge and skills of electric circuits, waves and motion from Units 1 and 2, data interpretation and analysis, ability to use and manipulate formulae and enquiry based skills.

ASSESSED TASKS
Tasks could include: a report based on a given scenario, a report based on practical work, test done under test conditions. Students will also complete an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework (40%), 2 ½ hour written examination in November (60%).
Product Design & Technology

Units 1-2

Product Design and Technology can be studied in one of four foci: Wood, Metal, Textiles and Polymers (Plastics). All are based on developing knowledge of materials and production processes. The main focus of the subject is the Product design process and the development and understanding of effective design practice.

UNIT 1
This unit focuses on the analysis, modification and improvement of a product design. It provides a structured approach towards the design process, and looks at examples of design practice used by a designer.

LEARNING ACTIVITIES
The analysis, modification and improvement of a product’s design - students will be required to modify a project for an outlined or given situation.

KEY SKILLS REQUIRED
Understanding of design elements and principles, redesigning existing products, listening and responding to a design scenario, developing criteria for design, researching existing and possible design solutions, building the redesigned product and the evaluation of the finished product.

ASSESSED TASKS
Production modification folio, production processes and product evaluation. Students will also complete an end of semester written examination.

UNIT 2
In this unit each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product.

LEARNING ACTIVITIES
Students work together as a team to design and develop a product range. Team members contribute their expertise, share research findings and develop viable solutions.

KEY SKILLS REQUIRED
Working with a design team, developing skills in processes and techniques, listening and responding to design scenarios, developing design evaluation criteria, producing valid design options, production of the product and evaluation of the product against developed criteria.

ASSESSED TASKS
Production folio, production processes and product evaluation. Students will also complete an end of semester written examination.
Product Design & Technology: 3-4

Product Design and Technology can be studied in one of four foci: Wood, Metal, Textiles and Polymers (Plastics). All are based on developing knowledge of materials and production processes. The main focus of the subject is the Product design process and the development and understanding of effective design practice.

UNIT 3
In this unit students will design and develop a product that meets the needs and expectations of a client or end-user. Students will examine the role of the designer and industrial design in a manufacturing industry.

LEARNING ACTIVITIES
Detailed design folio for a client (or end user) produced together with mock-ups, construction samples or processes and note taking, various research activities, developmental sketches and a detailed working drawing to finalise the design solution.

KEY SKILLS REQUIRED
Developing a valid design brief, research and design interpretation, effective communication between designer and client (end user), design development and implementation and design folio development and construction.

ASSESSED TASKS
Written test on the role of the designer, written report on manufacturing of products within industries and development of a production folio on a chosen product.

UNIT 4
Students continue to develop and manufacture the product designed in Unit 3. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product.

LEARNING ACTIVITIES
Examine factors that are used to determine the success of a commercially available product in the context of comparison with similar product types. Safe and correct use of specialised tools, equipment and machines (relevant to the chosen foci).

KEY SKILLS REQUIRED
Product construction, production skill development, evaluation of the product, the design process and promotion of the product.

ASSESSED TASKS
Written report on product analysis, ongoing folio development and production of client’s end user product, evaluation and marketing of client’s end user product. Students will also complete an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework (20%), School Assessed Task (50%), 1 ½ hour written examination in November (30%).

90
As a science, Psychology aims to describe, explain and predict thoughts, feelings and behaviour. Through the use of scientific research methods, students will be able to develop skills in analytical and critical thinking. Students analyse research methodologies associated with classic and contemporary theories, consider ethical issues associated with the conduct of research and apply these methods when conducting group and/or individual investigations.

**UNIT 1**
Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. 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.

**LEARNING ACTIVITIES**
Group discussions and activities, reading and note taking, worksheets, conducting and reporting research experiments, visual presentations, multimedia investigations and practice exam questions.

**KEY SKILLS REQUIRED**
Being organised and remaining up to date with all reading, class work and homework, succinctly presenting and analysing information.

**ASSESSED TASKS**
The assessment tasks can range from annotated visual displays, tests, analysis of and write up of research, written report on an experiment.

**UNIT 2**
A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. 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. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

**LEARNING ACTIVITIES**
Group discussions and activities, reading and note taking, worksheets, conducting and reporting research experiments, visual presentations, multimedia investigations and practice exam questions.

**KEY SKILLS REQUIRED**
Being organised and remaining up to date with all reading, class work and homework, succinctly presenting and analysing information.

**ASSESSED TASKS**
The assessment tasks can range from annotated visual displays, tests, analysis of and write up of research, written report on an experiment and end of semester written examination.
Psychology: Units 3-4

As a science, Psychology aims to describe, explain and predict thoughts, feelings and behaviour. Through the use of scientific research methods students will be able to develop skills in analytical and critical thinking.

UNIT 3
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.

LEARNING ACTIVITIES
Group discussions and activities, reading and note taking, worksheets, conducting and reporting research experiments, visual presentations, collaborative work projects and exam preparation.

KEY SKILLS REQUIRED
Organisation, application of time management skills to remain up to date with all reading, class work and homework, succinctly analysing and presenting information.

ASSESSED TASKS
The assessment tasks can range from annotated visual displays, tests, analysis of and write up of research, written report on an experiment.

UNIT 4
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.

LEARNING ACTIVITIES
Group discussions and activities, reading and note taking, worksheets, conducting and reporting research experiments, visual presentations, collaborative work projects and exam preparation.

KEY SKILLS REQUIRED
Organisation, application of time management skills to remain up to date with all reading, class work and homework, succinctly analysing and presenting information.

ASSESSED TASKS
The assessment tasks can range from annotated visual displays, tests, analysis of and write up of research, written report on an experiment and end of semester written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework (40%) and 2 ½ hour written examination in November (60%).
Sport and Recreation (VCE VET)
Certificate III in Sport and Recreation

COURSE AIMS
The course provides students the opportunity to develop the skills, knowledge and confidence to work in the areas of sport and recreation. Leadership, organisational and specialist activity skills will be developed through theory and practical sessions. This qualification provides the skills and knowledge for an individual aiming to gain employment in the sport and recreation industry in areas such as sport and recreation programming, providing customer service and administrative assistance. This qualification also provides for multi skilled roles which combine a range of activities required to support the operation of facilities such as fitness centres, outdoor sporting grounds or complexes, aquatic centres and community recreation centres. All job roles are performed under supervision with some degree of autonomy.

VENUE
Fitzroy High School

CONTRIBUTION TO VCAL/VCE
VCAL: This program contributes to the Industry Specific Skills Strand and may also contribute to the Work Related Skills Strand of VCAL.

VCE: Students who undertake the Certificate III in Sport and Recreation will be eligible for up to four Units of credit towards their VCE: up to two Units at Unit 1 & 2 level and a Unit 3 & 4 sequence.

ATAR: Students wishing to receive an ATAR contribution for the Unit 3 & 4 sequence must undertake scored assessment for the purposes of gaining a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

ADDITIONAL REQUIREMENTS/INFORMATION
Students will be required to complete the compulsory Unit 1 & 2 First Aid Module. There is an additional fee required to complete this certificate. This will be confirmed by the end of Term 3, 2016 and covers all materials needed to complete this certificate.

ACTIVITIES and ASSESSMENT
The core units of competence include first aid, occupational health and safety policies and procedures and knowledge of the sport and recreation industry. Practical sessions include sports coaching, fitness practicals, training and sports tournaments. Students plan and conduct a variety of practical sessions including a sport and recreation session, fitness classes and client programs. The assessment involves a variety of methods including practical observations of work performance, and evidencing written questions.

PATHWAYS AND CAREER OPTIONS
Students can pursue further studies including the Certificate III in Fitness at the college or related courses at tertiary institutions. Possible employment outcomes may include providing support in the provision of sport and recreation programs, and working in the health and fitness industry in locations such as fitness centres, outdoor sporting grounds or aquatic centres.
Studio Arts
Units 1-2

Studio Arts is about the development and use of specialist skills in the production of artworks. Students choose to specialise in Ceramics and Sculpture, Painting and Drawing or Photography. Artists from different historical and cultural contexts are studied and students learn about the arts industry, how artworks are conserved and how they are prepared and presented for display.

UNIT 1
In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.

LEARNING ACTIVITIES
Development of a folio of artworks, written tasks that show how artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks, analysis of artworks focusing on the use of materials, techniques and influences.

KEY SKILLS REQUIRED
Generating ideas, using visual references, exploring techniques, practical skills and materials related to the chosen art form, research and analysis and reflection on own artworks.

ASSESSED TASKS
Three practical tasks, folio development, two written tasks based on artists studied and an end of semester written examination.

UNIT 2
In this area of study students learn about studio practice and focus on the use of materials and techniques in the production of at least one artwork.

LEARNING ACTIVITIES
A folio of artworks using a design process and written reports based on the visual analysis of artworks.

KEY SKILLS REQUIRED
Use of materials and techniques related to the chosen art form, research of artists and analysis of artwork focusing on materials and techniques, aesthetic qualities and ideas.

ASSESSED TASKS
Three practical tasks and related design development in folio form, two written tasks based on artists studied and an end of semester written examination.
Studio Arts: Units 3-4

Studio Arts is about the development and use of specialist skills in the production of artworks. Units 3 and 4 consist of 66% studio production and 34% theory.

UNIT 3
In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

LEARNING ACTIVITIES
Design process folio, exploration proposal to define the folio theme, written tasks exploring professional art practices and styles used by artists.

KEY SKILLS REQUIRED
Research, practical skills in the medium chosen, analysis of artworks focusing on materials and techniques, aesthetic qualities, communication of ideas and styles.

ASSESSED TASKS
Design process folio and three written tasks.

UNIT 4
In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

LEARNING ACTIVITIES
Selecting potential directions for the completion of a cohesive folio of finished artworks; reflection and documentation on the completion of the folio; written tasks based on the art industry, exhibition spaces, conservation, presentation and promotion of art.

KEY SKILLS REQUIRED
Practical skills in the chosen medium, analytical skills and terminology knowledge.

ASSESSED TASKS
Folio, research tasks and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Task Unit 3 (30%), School Assessed Coursework Unit 3 (5%) School Assessed Task Unit 4 (30%), School Assessed Coursework (5%), 1 ½ hour written examination in November (30%).
Theatre Studies

Units 1-2

In Theatre Studies students will develop acting skills and learn how to develop a script into a dazzling production with all the trimmings.

UNIT 1

This unit focuses on the application of acting and other stagecraft in relation to the theatrical styles of pre-modern theatre. Students work with play scripts written prior to the 1880s. Students study the production process and related stagecraft such as set design, sound, lighting, costume and makeup.

LEARNING ACTIVITIES
Read and investigate play scripts, keep a production journal, research reports and present performances applying different theatrical styles.

KEY SKILLS REQUIRED
Organisation, ability to work collaboratively in a group, research, maintain a written production folio, contribute to group discussion and analyse productions in writing.

ASSESSED TASKS
Research report, production journal, written analysis of a professional production and an end of semester written examination.

UNIT 2

This unit focuses on studying theatrical styles and stagecraft through working with play scripts in both their written form and in performance. Students work with play scripts from the modern era focusing on works from the 1800s to the present. Students study theatrical analysis and production evaluation and apply these skills in performance to a production of a play from the modern era.

LEARNING ACTIVITIES
Read and investigate play scripts, production journal, research reports and an ensemble performance.

KEY SKILLS REQUIRED
Organisation, ability to work collaboratively in a group, research, maintain a written production folio, contribute to group discussion and analyse productions in writing.

ASSESSED TASKS
Research reports, production folio about a professional production, ensemble performance and an end of semester written examination.
Theatre Studies: Units 3-4

In Theatre Studies students will develop acting skills and learn how to develop a script into a dazzling production with all the trimmings.

UNIT 3
This unit focuses on an interpretation of a play script through four designated stages of production: planning, production development, and production season and production evaluation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a play script.

LEARNING ACTIVITIES
Investigation and analysis of play scripts, creation of a production folio, an ensemble performance, application of two areas of stagecraft, analysis of a performance prescribed by VCAA.

KEY SKILLS REQUIRED
Being organised and maintaining a production folio throughout the semester, collaborating in group work, meeting production schedule deadlines, researching, script analysis, performance analysis and skills in applying selected aspects of stagecraft in a performance.

ASSESSED TASKS
Production folio and a written analysis of a professional production.

UNIT 4
In this unit students study a scene and associated monologue from the prescribed text list. Students develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities and appropriate research. Students interpret a monologue from within a specified scene through acting and other appropriate areas of stagecraft.

LEARNING ACTIVITIES
Investigation and analysis of a set play script, interpretation of script into performance brief, development and presentation of a monologue performance and analysis of acting skills.

KEY SKILLS REQUIRED
Being organised, following a production schedule, researching, script interpretation, use of rehearsal time and analysis skills.

ASSESSED TASKS
Written scene interpretation brief, production analysis, end of year monologue performance examination and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework (45%), 7 minutes monologue performance examination (25%), 1 ½ hour written examination in November (30%).
Visual Communication & Design
Units 1-2

Visual Communication is an essential part of our everyday world as it is a way of expressing ideas, information and opinions. As part of the Visual Communication Design study, students will create innovative solutions to a wide range of design problems. Visual Communication and Design has a career focus directed towards Communication Design, including graphic design, Digital and Web Design, Advertising, Print Publication/Book illustration, Typographic Design, Package/Surface Design, Logo Design and Brand Identity. It also includes the study of Environmental and Industrial Design.

UNIT 1
Students are introduced to the diversity of Visual Communication to develop an understanding of the design elements and principles and technical, freehand, observational and computer generated drawing. Students will explore concepts using both freehand drawing and digital applications using computer programs such as Google Sketchup, CAD, Adobe Photoshop and Illustrator. Through an investigation of design styles, students will develop an understanding and appreciation of visual communications by professionals.

LEARNING ACTIVITIES
Observational, conceptual, technical and freehand drawing and rendering, computer generated designs and application of the elements and principles of design, media, materials and methods.

KEY SKILLS REQUIRED
Manual and/or digital methods to create drawings for different purposes; technical drawing, design elements and principles, media, materials and methods to draw and render forms and analysis of connections between past and contemporary visual communications.

ASSESSED TASKS
A practical folio including a variety of tasks using the design process, a written task based on past, contemporary, social and cultural factors, and an end of semester written examination.

UNIT 2
Students develop, explore and experiment with a range of media, methods and materials to develop ideas which relate to Environmental, Industrial and Communication Design. They use the design process and apply skills learnt in Unit 1 to further develop their understanding of how typography and imagery are used in Communication Design. Students explore concepts, work with type and images and develop final presentations using both freehand drawing and computer programs.

LEARNING ACTIVITIES
Observational, conceptual, technical and rendered drawings, computer generated presentations, model making and the application of the design process from design brief through to final presentations.

KEY SKILLS REQUIRED
Technical drawing to complete final presentations through the use of two and three dimensional methods; techniques to create final presentations using computer programs; use of type and imagery and the design process to complete creative visual communications.

ASSESSED TASKS
Practical folio including tasks based on Environmental, Industrial or Communication Design, including final presentations using type, imagery and technical drawing methods and an end of Semester written exam.
Visual Communication Design: 3-4

Visual Communication is an essential part of our everyday world as it is a way of expressing ideas, information and opinions. As part of Visual Communication Design, students will gain an understanding of the process of professional design and will use and create their own visual concepts and develop innovative solutions to a wide range of design problems. Visual Communication has a career focus directed towards Communication, Environmental and Industrial Design. Please check prerequisites subjects for specific career pathways.

UNIT 3
In this unit, students analyse and describe how visual communications are designed and produced in the design industry in the Communication, Environmental and Industrial Design fields. Students will learn how design elements and principles, methods, media and materials are used in visual communications and then apply this knowledge to their own design work within the developmental folio. Within the folio students will create visual communications for specific contexts, purposes and audiences. They will apply design thinking skills to prepare a brief, undertake research and generate their own creative design ideas.

LEARNING ACTIVITIES
Folio tasks of freehand, technical and digital drawing; written reports based on the analysis of visual communications within the design industry and a design brief.

KEY SKILLS REQUIRED
Analysis; understanding of the design industry and design brief, freehand and digital drawing.

ASSESSED TASKS
Visualisation, development drawings and final presentations from different design fields. A design brief, research and generation of ideas and written reports.

UNIT 4
In this unit, students focus on the development of concepts from Unit 3 and continue with the refinement to complete final presentations. Students explore and develop expertise in a range of appropriate manual and digital methods both two and three dimensionally, using a variety of materials and media. Students will evaluate their visual communications and process and devise a pitch to present their design thinking and decision making to an audience.

LEARNING ACTIVITIES
Design folio containing a range of drawings, development and refinement of concepts and two final visual communication presentations.

KEY SKILLS REQUIRED
Understanding of the design process, design thinking techniques, manual and digital methods, and trialling media and materials using a range of design elements and principles.

ASSESSED TASKS
A folio containing concepts, refinement and the production of final visual communication presentations, evaluation and delivery of final presentations and an end of year examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework Unit 3 (20%), School Assessed Coursework Unit 4 (5%)
School Assessed Task (40%), written examination in November (35%).
**VCAL: Literacy**

**Purpose**
The purpose of the VCAL Literacy Skills Units is to develop literacy skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:

- family and social life
- workplace and institutional settings
- education and training contexts
- community and civic life.

Literacy (reading, writing, speaking and listening) occurs in all these contexts and different domains or areas of literacy practice correspond with these social contexts.

**Literacy Skills Reading and Writing Unit**

**Literacy Skills Oral Communication Unit**

The Oral Communication Unit focuses on enabling learners to use and respond to spoken language including some unfamiliar material within a variety of contexts.

**Each unit has a nominal duration of 100 hours**

**Learning outcomes**

Each Reading and Writing Unit has eight learning outcomes, four relate to reading and four to writing.
VCAL: Numeracy

Purpose:
The purpose of this Numeracy Unit is to enable learners to develop everyday numeracy to make sense of their daily, personal and public lives. It also introduces learners to the mathematics required outside their immediate personal environment. This may be related to work or the community. At the completion of this unit, learners will be able to undertake a series of numerical tasks with some confidence including straightforward calculations either manually and/or using a calculator. They will also be able to select the appropriate method or approach required, and be able to communicate their ideas both verbally and in writing.

Underpinning the VCAL Numeracy Skills Units is the concept that skills development occurs best when it takes place within social contexts and for social purpose. Like the VCAL Literacy Skills Units, the purpose of the VCAL Numeracy Skills Units is to develop skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:

- family and social life
- workplace and institutional settings
- education and training contexts
- community and civic life.

Numeracy and mathematics is used in all these social contexts.

Organising framework
The learning outcomes are organised into four different domains which focus on the social purposes of numeracy and mathematics:

Numeracy for Personal Organisation: focuses on the numeracy requirements for personal organisational matters involving money, time and travel.

Numeracy for Interpreting Society relates: to interpreting and reflecting on numerical, statistical and graphical information of relevance to self, work or community.

Numeracy for Practical Purposes: addresses aspects of the physical world to do with designing, making and measuring. It incorporates mathematic skills related to the appreciation and application of shape and measurement.

Numeracy for Knowledge: is included at the Senior level. It deals with learning about formal mathematical skills and conventions needed for further study in mathematics, or other subjects with mathematical underpinnings and/or assumptions

Each unit has a nominal duration of 100 hours.
VCAL: Personal Development Skills

Purpose
The purpose of the Personal Development Skills strand is to develop knowledge, skills and attributes that lead towards:

- the development of self
- social responsibility
- building community
- civic and civil responsibility, e.g. through volunteering and working for the benefit of others
- improved self-confidence and self esteem
- valuing civic participation in a democratic society.

Rationale
The PDS units have been developed to recognise learning, not recognised within other qualifications, that is valued within the community. The units enable students to develop personal development skills through participation in locally developed curriculum. The locally developed programs must be consistent with purpose statement of the PDS strand and enable the achievement of the PDS unit learning outcomes.

Gaining credits towards the award of the VCAL
A student’s VCAL program must contain curriculum components to the value of ten credits, six of these must be at the award level or above, of which one must be for literacy and one credit must be for a VCAL Personal Development Skills unit.

Personal Development Skills units
Two PDS units exist in each level.
In Unit 1, for all levels, the content of learning programs should link to one of the following curriculum contexts:

- Personal development (self)
- Health and wellbeing
- Education

In Unit 2, for all levels, the content of learning programs should link to one of the following curriculum contexts:

- Community engagement
- Social awareness
- Civic and civil responsibility
- Active citizenship.

Learning Outcomes
There are five learning outcomes in each unit.

Each PDS unit has a nominal duration of 100 hours – 1 credit.
VCAL: Work Related Skills

Purpose:
The purpose of the Work Related Skills (WRS) Strand is to develop employability skills, knowledge and attitudes valued within the community and work environments as a preparation for employment.

Aims
The Work Related Skills units are designed to:

- integrate learning about work skills with prior knowledge and experiences enhance the development of employability skills through work related contexts.
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work related organisational skills
- develop OH&S awareness
- develop and apply transferable skills for work related contexts.

Employability Skills
Employability skills contain key personal attributes and skills that are important for young people (entry-level employees) entering the workforce and for existing employees in a global and knowledge economy. The key employability skills include:

- communication
- team work
- problem solving
- initiative & Enterprise
- planning & organising
- learning
- self-management
- technology

Learning Outcomes
There are between 6-8 learning outcomes in each WRS unit.

Each WRS unit has a nominal duration of 100 hours – 1 credit.