



**BOX HILL SENIOR
SECONDARY COLLEGE**

LEARNING TO MAKE A LIFE...
LEARNING TO MAKE A LIVING...
LEARNING TO MAKE A DIFFERENCE...

2020

Year 9, 10, VCE, VCAL and VET Subject Descriptors 2020

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YEAR 9

Box Hill Senior Secondary College has a strong tradition of providing opportunities for students to develop programs of study in areas of interest that provide pathways to further study, training and employment.

During Year 9, students are offered a unique opportunity to:

- Develop learning skills that are necessary in preparing for future subject offerings at Years 10 to 12 and beyond
- Focus on developing their life skills by strengthening and engaging with the broader community
- Be involved in a range of programs and initiatives designed to build their self-confidence, foster independent learning and develop a greater sense of respect for themselves as well as others
- Enter Years 10 to 12 with confidence and a clear sense of direction.

Students in Year 9 will develop essential knowledge and skills through core studies and be able to pursue areas of interest with their elective choices.

Particular emphasis is placed on developing learning and work related competencies such as:

- Communication
- Problem Solving
- Time Management
- Information Literacy Skills
- Working in Teams
- Leadership Qualities

The structure of the Year 9 learning program is designed to provide students with a range of learning experiences and allow students to begin to pursue areas of interest. All students study English or English as an Additional Language (EAL), Mathematics, Science, Humanities and Health & Physical Education.

Integration of English Text Themes:

All of the core Year 9 studies will integrate the themes from the texts studied in Year 9 English.

Core Subjects:

Students must undertake five core studies of English, Mathematics, Humanities, Health & PE and Science and then select two elective studies. Participation in the Sport Development program counts as one elective study (Tennis 15 hour counts as 2 electives). Students are encouraged to explore electives in areas they enjoy and that may relate to their future career aspirations. Elective choices offered from year to year will depend upon student demand.

Two elective studies can be chosen from the Year 9/10 electives below.

Year 9 students will be combined with Year 10 students for electives only.

Subject selection will be discussed at interview.

Electives for Year 9/10:

Art & Design
Creative Digital Media
Drama/Theatre Studies
Electrical
Food Studies
Languages
Metal
Music (audition required)
Physical Education
Sport & Recreation
Sports Development Program (Basketball, Football, Netball, Tennis & General)
Studio Arts
Wood & Technical Drawing

Assessment:

All Year 9 subjects will have a range of assessments, including class work, projects, assignments, presentations, practical work and tests.

Year 9 English:

This course develops students' skills, knowledge and understanding through a close study of prescribed texts and an exploration of teacher and student selected texts. Students develop their understanding of the structure and conventions via a wide range of written and oral tasks, including:

- Argument analysis
- Creative responses
- Film as text
- Short and long form written texts

Year 9 Mathematics:

All students will study this subject. It is designed to build on previous studies in Mathematics and to provide a solid foundation for further studies in later years. The Mathematics domain includes the content strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students will undertake studies in all three of these content strands.

During their study in Mathematics students will develop an understanding of the relationship between graphs and equations, the estimation of probabilities and the use of trigonometric ratios. They will develop problem solving and modelling techniques in practical situations involving the use of right-angled triangles, the application of scales and factors and investigating surface areas and volumes of various types of right prisms. Students will develop their skills in mathematical reasoning including the following of Mathematical arguments and the evaluation of media reports using their understanding of statistics.

Year 9 Humanities:

Students are introduced to a broad range of topics to help them understand the world in which they live.

History-

Students study the making of the modern world from 1750 to 1918.

They learn about the period of industrialisation and rapid change in the ways people lived, worked and thought, the era of nationalism and imperialism, and the colonisation of Australia which was part of the expansion of European power. They also explore the period 1750 – 1918 which culminated in World War I 1914-1918, the ‘war to end all wars’

Geography-

Students consider changes in the characteristics of places and the implications of these. They also learn about the significant spatial distributions and patterns and evaluate their implications, and consider interconnections between and within places and changes resulting from these, over time and at different scales. This further develops their understanding of geographical concepts

Economics and Business-

Students focus on how the Australian economy is performing and the importance of its interactions and relationships with the Asia region and the global economy in achieving growth and prosperity.

Year 9 Health & PE:

In Year 9 Health students explore and investigate a range of concepts and issues that impact on all aspects of human wellbeing. There is focus on key influences on the mental, emotional and social dimensions of health and wellbeing including strategies to optimise these areas to achieve desirable wellbeing and performance outcomes.

Topics covered include:

- Character strengths and mindset
- Mindfulness
- Goalsetting
- Stress and performance
- Identity and self esteem
- Diversity and respectful relationships

Year 9 Science:

This course extends the ideas previously studied, as well as introducing the students to new areas of study. Students will also have the opportunity to further develop and apply their scientific inquiry skills through practical investigations, design and engineering projects and research activities.

It includes the following topics:

- Investigations
- Ecosystems
- Atomic structure
- Reaction types and chemical equations
- Coordination and regulation
- Climate

YEAR 10

Box Hill Senior Secondary College has a strong tradition of providing opportunities for students to develop programs of study in areas of interest that provide pathways to further study, training and employment. Students in the Year 10 program will develop essential knowledge and skills through CORE studies and be able to pursue areas of interest with their elective choices.

Students must undertake four core studies of English, Mathematics, Humanities and Science and then select three elective studies. Participation in the Sport Development program counts as one elective study (Tennis 15 hour counts as 2 electives). Students are encouraged to explore electives in areas they enjoy and that may relate to their future career aspirations. Elective choices offered from year to year will depend upon student demand.

Core Subjects:

English, Maths, Science & Humanities

In addition to the 4 core subjects, students enrol in three elective subjects.

Subject selection will be discussed at interview.

Year 10 students are encouraged to take a VCE or VCE VET unit 1 & 2 subject, as an elective, where their academic performance during year 9 indicates that they have performed consistently well ('High Average') and maintained strong grades ('High Average') in all other subjects.

Electives for Year 10 (see the VCE/VET subject descriptions for other elective possibilities):

Art & Design

Creative Digital Media

Drama/Theatre Studies

Electrical

Food Studies

Hair & Beauty Taster (Box Hill TAFE)

Languages

Metal

Music (audition required)

Physical Education

Sport & Recreation

Sports Development Program (Basketball, Football, Netball, Tennis & General)

Studio Arts

Wood & Technical Drawing

Work Experience:

There is no fixed time for work experience. All year 10 students are encouraged to seek opportunities to undertake relevant work experience, so they can take the opportunity to further enhance their skills in alignment with their chosen pathway.

Assessment:

All Year 10 subjects will have a range of assessments, including class work, projects, assignments, presentations, practical work and tests. In addition, there will be one exam for each subject at the end of each semester.

Year 10 English:

The Year 10 English course provides students with the opportunity to further develop the essential communication skills used in everyday life. The course aims to develop student skills in the dimensions of writing, reading, speaking and listening from the Victorian Essential Learning Standards.

The course prepares students for the requirements of VCE English, Literature and/or English Language.

Study of texts: Students study a range of texts which involves identifying themes, analysing character development and the construction of a text. In addition to this students learn how to formulate text responses by using essay writing techniques.

Study of media texts: This includes persuasive language material such as, letters to the editor; editorials; opinion pieces and cartoons. Students learn to identify different persuasive strategies used by writers and evaluate the effectiveness of such techniques. Students develop their critical analysis skills.

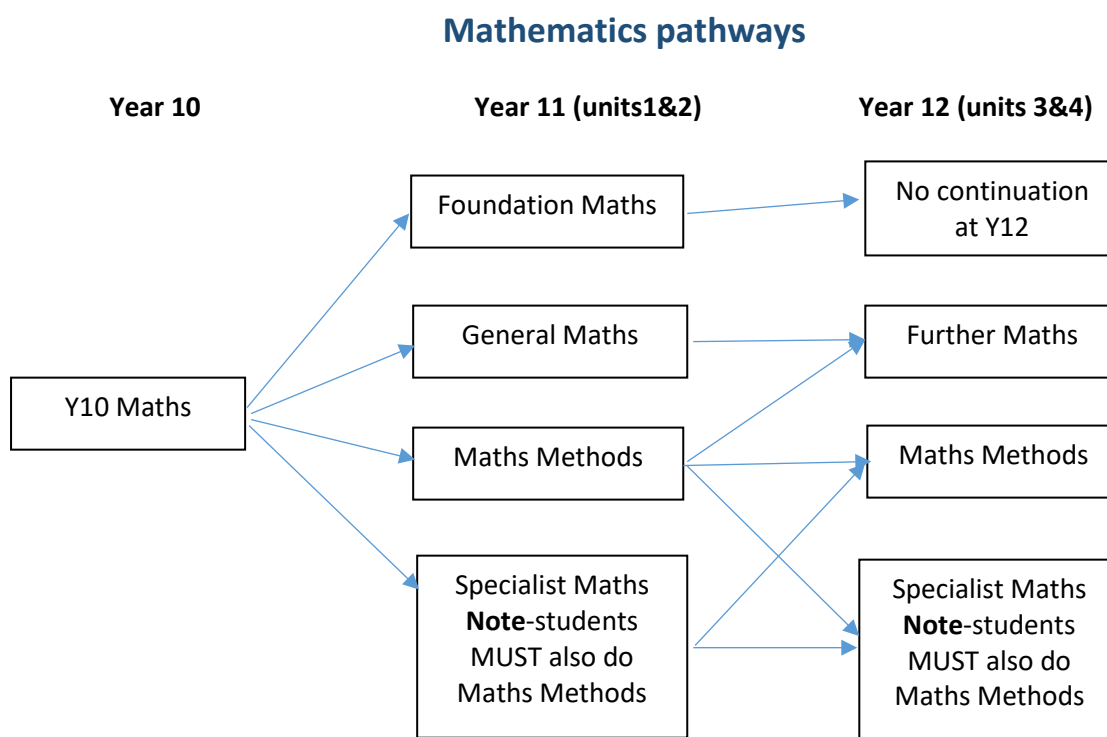
Writing: Students write in response to a prompt which involves ideas presented in a text. Students are encouraged to explore various writing styles, with an awareness of audience and purpose. Writing skills such as spelling, grammar and sentence structure are reinforced.

Interpersonal skills: The course enables students to work collaboratively in groups, participate in class discussion, undertake oral presentations and participate in peer assessment.

Year 10 Mathematics:

It should be noted that it is not necessary for students to undertake Mathematics to obtain their VCE. However, all students are encouraged to consider undertaking a Maths unit at VCE level.

All Year 10 students are required to take Maths as one of the core subjects. The selection of the appropriate Mathematics is a critical decision. All new students to the College will undertake testing to help establish their level of Mathematical competence. In addition, new students should consult their current Maths teacher to obtain a recommendation for the appropriate Maths. Students already enrolled at BHSSC should consult their current Maths teacher to obtain a recommendation for the appropriate Maths.



Year 10 Science:

The year 10 science units are designed to develop each student's scientific literacy, equipping the student for their future participation in society and making informed decisions. They are also the stepping stones for the student's pathway to doing the VCE studies of Biology, Chemistry, Physics and Psychology.

SCIENCE AS A HUMAN ENDEAVOUR

Engaging in Science

Students learn how to design an investigation and develop their inquiry skills.

EARTH AND SPACE SCIENCE

Big Bang – The Mysterious Universe

Students talk about the big question of how it all began. They examine the Big Bang theory as an explanation for the origin of the Universe. They also explore features of the Universe, including galaxies, stars and solar systems.

Global Systems

Students describe and analyse interactions and cycles within and between the Earth's spheres – atmosphere, biosphere, hydrosphere and lithosphere, including the carbon cycle.

BIOLOGICAL SCIENCE

Genetics – Getting into Genes

Students explain the role of DNA and genes in cell division and genetic inheritance.

Evolution

Students explore how scientific evidence supports the theory of evolution by natural selection as an explanation for the diversity of living things.

CHEMICAL SCIENCE

Chemical Patterns

Students study the atomic structure and properties of elements and their use to organise elements in the periodic table.

Chemical Reactions

Students conduct practical investigations that involve rearranging atoms to form new substances. They explore different types of chemical reactions, occurring at different rates, involving energy transfer, and represented by balanced chemical equations.

PHYSICAL SCIENCE

Forces

Students use the laws of physics to describe and predict the motion of objects – distance, speed, acceleration, mass and force.

Year 10 Humanities:

Humanities introduces students to a broad range of topics to help them understand the world in which they live.

In Semester 1, the focus is on History, where students look at the period from the end of WW1 up to WW2, and a history of the struggle for rights both here and in the U.S. Major topics include: The Roaring 20's, The Great Depression, Major Events of WW2, Human Rights in Australia and the United States.

In Semester 2, students encounter a broad range of topics, from exploring their career options and understanding the political and legal systems in which they live, to studying the environment and sustainability. Major topics covered include: General Humanities, Careers, Government and Law, Environment.

Electives:

Year 10 Art and Design:

Students learn about Art and Design, creating a series of works, which aim to develop an understanding of how artists and designers communicate and express their ideas in a visual way. Students develop a range of practical skills exploring traditional methods of art making (drawing, painting, printmaking, etc.).

Through the use of technologies and software students develop skills appropriate to the roles of designers. The Art and Design curriculum aims to develop: conceptual and perceptual ideas and expressions through design and inquiry processes visual arts techniques, materials, processes and technologies critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment, respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists and designers, respect for visual arts as social and cultural practices, confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating.

Students who select this elective at Year 10 may choose to follow this into VCE in the subject areas of Studio Art, Visual Communication Design and Media.

Year 10 Creative Digital Media:

Have you ever wanted to learn how to create your own films, animation and/or movie posters? Then Creative Digital Media for year 10s is the class for you.

In this class we practice and experiment with a range of media literacies, varying from film editing, animation, photography, photo manipulation and more! In this class you will have the opportunity to learn how to dissect pieces of media to further develop your own skills, and be able to understand ways that creators use codes and conventions to affect our emotions.

Digital Media is for the students who want to blend their own interests with school outcomes, and to produce something they are proud of.

The major topics covered are: Media Production Process, Video Production, Digital Photography, Animation, Art Elements and Design Principles.

Year 10 Drama/Theatre Studies:

Students focus on the creation of performance, by starting at the beginning and working their way to a live performance presentation. Students begin the process of creating theatre by assuming the role of a Production Company, and learn of the various elements that comprise creating performance.

Students form a Production Team, and through guidance, are lead to create, design and present a performance (or film) to an audience. The course focuses on enhancing self-expression, self-confidence and learning to collaborate creatively with others. This subject is designed to allow students to develop their own interest in performance/theatre production, including behind the scenes creativity, such as costume, set, props, make-up and hair, and lighting and sound design, media/technology and marketing/budgeting considerations. Students develop teamwork skills, and skills in communicating.

Students are not mandated to perform, instead they are guided into relevant pathways such as Fashion, Hair & Beauty, Creative Writing, Journalism, Engineering/Trades, Business Management, Media and Technology and the Performing Arts.

This subject will introduce students to the world of the Entertainment Industry, and Theatre, and also provides students with the opportunities to further practice their skills and interests in their chosen pathway.

Major topics studied: Aspects of Performance/Presentation, Basic Business skills, Creativity and Interpretation, Evaluation and Process Development.

Year 10 Electrical:

Semester 1:

This unit introduces students to the basic concepts of electrical and electronic circuitry. Through practical model house construction, knowledge and skills are acquired that give students an opportunity to explore future directions in terms of both study and career choices in building and electrical industries.

Students will investigate the use of sustainable energy in the home and install an environmental solution in their house.

There is a heavy emphasis on practical work in the elective subject and students must observe safe practices at all times.

The assessment will be based on: Environmental investigations, Installing their environmental solution, Reading building plans, Work diary, House construction, Electrical / electronic theory, Electrical wiring of house, Examination.

Major Topics Covered: OHS requirements within practical workshops and tools, Reading plans and measuring, Environmental, issues and implementation, Basic Electrical/ Electronics.

Semester 2:

Students will construct and program a small but powerful robot called "Microbot". The system is completely solderless and like nothing that has ever come before it. The patented electronic connection system not only makes the necessary electrical connections, but also holds the assembly together in a robust manner. Students will learn that robots have an important part to play in their technology rich lives.

Assessment will be based on assignments which explore students' perception of robots and their actual uses in industry and society.

Major Topics Covered:

Safety Robot laws; Construct the Ai2 Robot; Functions of the Ai2; Programming; Faultfinding; Using multimedia in the classroom.

Year 10 Food Studies:

The ability to prepare and cook food is a necessary basic life skill. Food itself, is essential for life and we spend a large portion of our lives around food. The more knowledge you have about food the more you can enjoy the food – its flavours, textures and everything else it has to offer.

Food Studies develops important knowledge and skills that will allow students to be creative and become more informed about what they are eating with an emphasis on the interrelationship between food consumption and our health outcomes - all whilst designing and creating meals for a range of contexts. The intention of this subject is to allow students to learn in a practical, hands-on manner to consolidate their understanding of the role of food in daily life and the complex food system that supports it. Not only will students develop skills applicable to daily life but they will also be provided with relevant background knowledge for VCE Food Studies, or the food and nutrition industry.

Food Studies is ideal for students who have an interest in:

- Being able to learn in a practical, application-based environment
- Eating and preparing a wide variety of different foods using a range of methods
- Nutrition, including exploring potential careers in the hospitality and food industry or as a nutritionist, dietitian or personal trainer who seeks to have a nutrition edge
- Cooking, designing and expressing themselves in a creative manner
- Developing basic life skills in a fun, creative and practical manner of learning
- Health and wellbeing, whether for daily life, sports or catering for various dietary requirements such as allergies and intolerances

Major Topics Covered:

- Food Fundamentals
- Australia's Food System
- Sustainable and ethical food production
- Creating and designing meals
- Nutrition
- Food fads, trends, eating patterns and diets – including links to hospitality industry
- Food Science – including functional properties of schools
- Factors influencing food choice, the role of food – including social, emotional and cultural factors
- Sensory evaluation and appreciation of food

Fees

There are fees applicable to this program. Please contact the college for details.

Year 10 Metal:

Semester 1:

Engineering/metalwork is popular with students interested in pursuing a career or interest in automotive, plumbing, electrical and general engineering.

In this unit students become familiar with a wide variety of hand tools, machinery, metals and processes. Students complete a range of set products such as a bevel square, plumb bob, toolbox saw and a negotiated product.

This elective is also recommended to students wishing to study the Certificate 11 in Engineering, careers in this area are as a Fitter/Machinist, Maintenance fitter or Toolmaker.

At the end of the unit students will be able to develop a design brief, select appropriate tools, equipment and materials to manufacture a product in a safe and correct manner.

Major Topics Covered: Workshop safety, Marking out, Design, Correct use of hand tools, Machine tools – Lathe & Milling, Precision measurement, Finishing techniques.

Semester 2:

Welding/fabrication is popular with students interested in pursuing a career or interest in plumbing, metal fabrication, welding, automotive and general engineering. This subject is also recommended for students who enjoy working with metal.

In this unit students become familiar with a variety of welding equipment – MIG, arc, and oxygen/acetylene. Students also use a wide range of fabrication and general sheet metal equipment. Using both welding and fabrication techniques students will manufacture a toolbox, small chair and wrought iron plant stand plus a negotiated product.

At the end of the unit students will be able to develop a design brief, select appropriate tools, equipment and materials to manufacture a product in a safe and correct manner.

Major Topics Covered: Workshop safety, marking out Design, Correct use of hand tools, Welding, Grinding and Finishing techniques.

Year 10 Music (audition required):

The course is a preparation for VCE or VET Music studies in Year 11.

The aims of the course are to increase student's: practical ability with their instrument; ability to perform music in groups; music theory and aural skills; appreciation and understanding of different genres /styles of music; ability to describe pieces of music using appropriate terminology, for example rhythm and tone; song writing ability; understanding of how music is used in media; ability to improvise and sight read music; enjoyment of music; ability to work with other students.

One of the requirements of the course is that each student takes regular individual lessons on their instrument or voice. Lessons are available at the college from highly skilled music teachers. These lessons would be scheduled around the student's timetable. If the student learns from a private tutor we ask the student to provide the contact details of their teacher so as information about the course can be sent to them. Students that are self-taught are required to seek individual lessons from a professional teacher for the duration of the course.

Major Topics Covered: Music Language, Music Analysis, The Elements of Music, Film Music, Performance.

NOTE: Students will be expected to perform at school events in front of their peers and for the wider community. Performances are a requirement of all students undertaking music as a VCE subject.

Pre-requisite Subjects: Students are expected to be at a competent level with their instrument as they will be performing both solo and in groups throughout the course. Students may choose to specialise on more than one instrument. An audition is required as part of the interview process in which students will demonstrate their level of skill. Students are also expected to have a basic understanding of music language and be willing to develop their skills in this area.

Year 10 Physical Education:

This study encompasses both practical and theoretical components. Practical sessions emphasise fun and enjoyment as well as fitness and skill development. The students use training methods to improve their fitness level and participate in sports, games, recreational and leisure activities that maintain regular participation in moderate to vigorous physical activity. They employ and devise skills and strategies to counter tactical challenges in games situations. They assume responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour.

Theory sessions include topics such as: Body Systems; Anatomy; Building and maintaining health and fitness; coaching, first aid and analysis of sporting activities.

Major Topics Covered:

- Fitness and Training Principle
- Food and Nutrition
- Movement Skills/ Movement Sequences

Year 10 Sport and Recreation:

This theoretical and practical subject explores different areas of this expanding industry. As part of their study, students undertaking this subject are responsible for coordinating and running a “Lightening Premiership” for young children from the local primary school. They will also participate in practical activities throughout the year including rugby league, cricket, netball and yoga with inter-school tournaments for many of these sports.

Major Topics Covered: The sport and recreation industry, Coaching, Elite athletes, Drugs in sport, Disability and inclusive sport, Fitness programs, First aid and sporting injuries, Sports nutrition. These topic areas compliment the Physical Education course and would increase student opportunity to gain a course at a range of Universities such as Deakin.

This course also allows access to a scored VET Sport and Recreation where students complete a Certificate III as well gaining a tertiary entrance score and level two first aid.

Year 10 Sports Development Program:

This program involves skills practice, strength & conditioning and games practice, with specialist coaches, for the following sports:

Basketball – separate boys & girls squads.

Football – separate boys & girls squads.

Netball.

Tennis.

General - Athlete development for triathletes, cyclists, soccer, rugby, etc.

Students can only enroll in ONE sport and this will be equivalent to One elective. Note that Tennis can be chosen as either One elective or Two electives.

NOTE: Sports Development does NOT count toward your VCE.

Year 10 Studio Arts:

This inspirational and practical fashion design course will immerse you in the world of the fashion designer and will help you understand how they undertake the fashion design process. We will introduce you to the principles of fashion design and fashion drawing and show you how to develop your ideas from extensive research, exploration and technology.

The course includes: Experimental fashion design, design research and exploration, refining design ideas for your chosen market, creating mood boards for colour selection, fabric awareness, basic fashion drawing techniques, digital t-shirt and fabric design, wearable art, sustainability in the fashion industry.

You should have an interest in the subject area and a desire to learn but no previous experience is required.

Year 10 Wood:

The year 10 Woodwork program looks at the design process, materials and project work to enhance the student's knowledge of product design, assembly and the safe use of tools and equipment within the workshop environment.

Woodwork is a stepping stone towards the Year 11 Certificate II in Building and Construction – carpentry program. It is also recommended for those students intending to pursue studies in Product Design and Technology at VCE level.

Students will be assessed on coursework, practical projects and an exam.

Students will normally undertake one semester of Woodwork and one semester of Technical Drawing.

Major Topics Covered: Workshop safety, How to select and use woodworking tools correctly, the design process, suitable methods of joining timber and finishing techniques.

Vocational Education and Training (VET) SUBJECTS

VET allows students to undertake nationally recognized training as part of their VCE or VCAL. It enables students to combine general and vocational studies, explore career options and pathways, learn in the workplace and develop skills to prepare them for the workplace and further study.

VCE VET Beauty Services

CERTIFICATE III IN BEAUTY SERVICES @Box Hill Institute

Length of Course - 2 years (four semesters)

Hair and beauty services can be one of the most rewarding careers for those who love making people look and feel good. This qualification provides students with knowledge and skills in waxing, lash and brow services and basic make-up service. Students will also learn communication and retail skills vital for a career in beauty. Usually an on-the-job work placement is required.

Materials Fee:

There are fees associated with this course. Please contact the College for more details.

Contribution to VCE, VCAL and ATAR:

On successful completion of this program, you will be eligible for recognition of up to four units at Units 1 and 2 level and a Units 3 and 4 sequence.

Students who receive a Units 3 and 4 sequence for Certificate III in Beauty Services or Certificate III in Make-Up from the VCE VET Hair and Beauty program will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

Program outline:

YEAR 1

- Apply safe hygiene, health and work practices
- Design and apply make-up
- Provide lash and brow services
- Design and apply make-up for photography
- Comply with organisational requirements within a personal services environment SHBBNLS001
Provide manicure and pedicure services
- Research and apply beauty industry information
- Advise on beauty products and services

YEAR 2

- Provide head, neck and shoulder massages for relaxation
- Conduct salon financial transactions
- Provide salon services to clients
- Produce visual merchandise displays
- Apply cosmetic tanning products
- Apply nail art
- Provide waxing services

More information

See the Box Hill Institute website at <https://www.boxhill.edu.au/our-courses/vetis/>

Fees

There are fees applicable to this program. Please contact the college for details.

VCE VET Building and Construction

Certificate II Building and Construction Pre-apprenticeship

Certificate II in Building and Construction provides students with the knowledge and skills to enhance their employment prospects in the building and construction industry. This is a full carpentry pre-apprenticeship program and will, if completed, provide some credit towards the study component of an apprenticeship. All students undertake basic first aid and Work Safe training and receive their 'white card' enabling them to complete work placements on building sites.

VET Building and Construction is offered as a packaged program with students gaining additional skills and knowledge delivered through VCE Product Design and Technology (Wood), VCE Visual Communication (Trade Drawing).

Structured Workplace Learning is a required component in Year 1.

Training is delivered in a computer equipped classroom, carpentry workshop, building barn and School grounds for Unit skills.

Year 1

Unit Name

Prepare to work safely in the construction industry

Apply OHS requirements, policies and procedures in the construction industry

Provide basic emergency life support

Carry out measurements and calculations

Conduct workplace communication

Apply basic levelling

Interpret and apply basic plans and drawings

Perform basic setting out

Construct basic sub-floor

Construct basic wall frames

Construct basic roof frame

Year 2

Unit Name

Work effectively and sustainably in the construction industry

Prepare for work in the construction industry

Identify and handle carpentry tools and equipment

Erect and safely use working platforms

Install basic external cladding

Install basic window & door frames

Install interior fixing

Carry out basic demolition of timber structures

Construct basic formwork for concreting

Fees

There are fees applicable to this program. Please contact the college for details.

VCE VET Community Services

Certificate III in Community Services @Box Hill Institute

VCE VET Community Services is delivered at Box Hill Institute on a Wednesday. This program provides students with the knowledge and skills to enhance their employment prospects in the community services sector. Students will learn about the community services sector and explore specific contexts of work; they will develop skills in communication, information provision and processing, administration support, networking and group support.

After successful completion of this course, you may apply for roles as a community services worker who provides the first point of contact and assists individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

PROGRAM OUTLINE

YEAR 1

- Organise and complete daily work activities
- Provide first point of contact
- Communicate and work in health or community services
- Work with diverse people
- Participate in work health and safety
- Provide first aid
- Interact effectively with others at work
- Promote Aboriginal and/or Torres Strait Islander cultural safety
- Be an effective volunteer

YEAR 2

- Respond to client needs
- Work within a community development framework
- Implement participation and engagement strategies

CONTRIBUTION TO THE VCE

Upon successful completion of the Certificate III in Community Services students are eligible for credit of up to five VCE VET units: up to three units at Units 1 and 2 (depending on the electives chosen) and two units at Units 3 and 4.

ATAR CONTRIBUTION

If you wish to receive a study score for the Units 3 and 4 sequence, you must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to your ATAR, either as one of your best four studies (the primary four) or as a fifth or sixth study. If you elect not to receive a study score, no contribution to the ATAR will be available.

Fees

There are fees applicable to this program. Please contact the college for details.

More information

See the Box Hill Institute website at <https://www.boxhill.edu.au/our-courses/vetis/>

Certificate II in Electrotechnology (pre-vocational)

This certificate qualifies individuals to undertake mainly routine work in an electrotechnology context and provides a pathway to further learning. Graduates of the Certificate II in Electrotechnology Studies (Pre- vocational) will have basic factual, technical and procedural knowledge within the area of electrotechnology. For example, in the application of basic electrical principles and electrical workshop practices to enhance their entry-level employment prospects in the electrotechnology industry.

Skills:

Graduates of the Certificate II will have:

- Cognitive skills to access, record and act on a defined range of information from a range of sources. For example, compiling information on a range of occupations at electrotechnology trade level, in order to make more informed choices in the selection of vocational career paths.
- Cognitive and communication skills to apply and communicate known solutions to a limited range of predictable problems. For example, solving problems in extra-low voltage single path circuits.
- Technical skills to use a limited range of equipment to complete tasks involving known routines and procedures with a limited range of options. For example, fixing and securing electrical equipment.

Application of knowledge and skills:

Graduates of the Certificate II in Electrotechnology Studies (Prevocational) will be able to demonstrate the application of knowledge and skills:

- With some accountability for the quality of own outcomes and some responsibility for own outputs in work and learning.
- With limited autonomy and judgement in the completion of own defined and routine tasks in known and stable contexts.
- With limited autonomy and judgement to complete routine but variable tasks in collaboration with others in a team environment.

Year 1:

Work safely in the construction industry
Provide basic emergency life support
Apply Occupational Health and Safety regulations, codes and practices in the workplace
Fabricate, assemble and dismantle utilities industry components
Solve problems in ELV single path circuits
Fix and secure electrotechnology equipment
Provide basic sustainable energy solutions for energy reduction in residential premises

Year 2:

Carry out routine work activities in an energy sector environment
Identify and select components, accessories and materials for energy sector work activities
Attach cords and plugs to electrical equipment for connection to a single phase 230 Volt supply
Carry out preparatory energy sector work activities
Provide solutions and report on routine electrotechnology problems
Produce products for carrying out energy sector work activities

Fees

There are fees applicable to this program. Please contact the college for details.

VCE VET Fashion Design and Technology

Certificate II in Applied Fashion Design and Technology @Box Hill Institute

VCE VET Fashion provides students with the basic design and development skills and knowledge to prepare them for work in the fashion industry. Students will be provided with the opportunity to acquire and develop skills in sewing, design processes, working with patterns, applying quality standards and interpreting basic sketches. This is a hands-on course that allows for some creative expression to develop and be displayed in the practical projects undertaken. This program can be commenced at Year 10.

Students who complete this subject may be employed as a junior in the fashion industry. With additional training and experience, further employment outcomes may include a clothing tradesperson, product tester/inspector, product dispatcher, garment cutter, pattern maker, designer or milliner. Established fashion designers can also undertake careers in small business focusing on the production of individual garments or seasonal garment ranges.

YEAR 1

- Work safely
- Apply quality standards
- Draw and interpret a basic sketch
- Modify patterns to create basic styles
- Identify design process for fashion design
- Use a sewing machine for fashion design

YEAR 2

- Participate in environmentally sustainable work practice
- Produce a simple garment
- Perform test or inspection to check product quality
- Identify fibres, fabric and textiles used in the TCF
- Use specialised machinery or processes to assist TCF production
- Sew components, complex tasks
- Design and produce a simple garment

Contribution to VCE

On successful completion of this program, you will be eligible for:

- Recognition of four units at Units 1 and 2 level, and a Units 3 and 4 sequence.
- Students who receive a Units 3 and 4 sequence for VCE VET Applied Fashion Design and Technology will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

Fees

There are fees applicable to this program. Please contact the college for details.

More information

See the Box Hill Institute website at <https://www.boxhill.edu.au/our-courses/vetis/>

VCE VET Health Services

CERTIFICATE III IN HEALTH SERVICES ASSISTANCE @Box Hill Institute

This course will teach you the skills and knowledge required to provide nursing care assistance in an acute care environment. This includes providing non-client contact support with activities of daily living, collecting client clinical data, shallow wound care, catheter care, assistance with breathing devices, completing workplace forms, and selecting, cleaning and storing equipment.

PROGRAM OUTLINE

YEAR 1

- Organise personal work priorities and development
- Communicate and work in health and community services
- Assist with movement
- Maintain a high standard of service
- Respond effectively to behaviours of concern
- Comply with infection prevention and control policies and procedures
- Assist with nursing care in an acute care environment
- Participate in workplace health and safety

YEAR 2

- Interpret and apply medical terminology appropriately
- Recognise healthy body systems
- Transport individuals
- Prepare and maintain beds
- Engage with health professionals and the health system
- Provide non-client contact support in an acute care environment
- Work with diverse people

CONTRIBUTION TO VCE, VCAL AND ATAR

On successful completion of this program, you will be eligible for recognition of one unit at Units 1 and 2 level, and a minimum of three units at Units 3 and 4 level.

Students who receive a Units 3 and 4 sequence for the VCE VET Health program will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

More information

See the Box Hill Institute website at <https://www.boxhill.edu.au/our-courses/vetis/>

Fees

There are fees applicable to this program. Please contact the college for details.

VCE VET Horticulture and Landscape

Certificate II in Horticulture

This course comprises 15 units of competency: five compulsory units and a minimum of ten elective units. Certificate II in Horticulture develops the practical skills and knowledge for students to undertake a broad range of tasks in gardening, nursery work and landscaping; as well as the foundation skills and knowledge required by many horticultural industry sectors. Units 1 and 2 include occupational health and safety and observing environmental work practices. Units 3 and 4 incorporate general horticultural procedures, activities or contexts or sector specific training. Skills across the course include development and maintenance of plants and landscapes, propagation, planting, treating weeds, pests and diseases, maintaining garden beds and irrigation and using a range of horticultural equipment.

Year 1

Unit Name

- Participate in work health and safety processes.
- Assist with soil or growing media sampling and testing
- Recognise plants
- Treat weeds
- Treat plant pests, diseases and disorders
- Construct low- profile timber or modular retaining walls
- Install aggregate paths
- Lay paving
- Plant trees and shrubs
- Renovate grassed areas
- Operate basic machinery and equipment

Year 2

Unit Name

- Work effectively and sustainably in the construction industry
- Prepare for work in the construction industry
- Identify and handle carpentry tools and equipment
- Erect and safely use working platforms

CONTRIBUTION TO THE VCE

Students who complete any of the eight RTF Certificate II in Horticulture qualifications will be eligible for up to five units credit towards their VCE: up to three units at Units 1 and 2, and a Units 3 and 4 sequence. Students who receive a Units 3 and 4 sequence for any of the eight RTF Certificate II in Horticulture qualifications, either through the VCE VET or School Based Apprenticeships and Traineeships program, will be eligible for a 10% increment towards their ATAR (10% of this study score).

Completion of Certificate II in Horticulture Landscape provides career opportunities in construction and maintenance of domestic and commercial landscapes, design of gardens and commercial landscapes, rehabilitation and maintenance of urban bush land.

Fees

There are fees applicable to this program. Please contact the college for details.

VCE VET Integrated Technologies

Certificate II in Integrated Technologies

This is a pre-vocational course that will provide learners with the skills required by industries, which broadly encompass electrotechnology, telecommunications, information technology and security systems to:

- continue vocational training
- gain work and further training through an apprenticeship, traineeship or cadetship
- find employment in fields such as electronics, entertainment, wireless systems, technical support for computer and electronic equipment, energy generation, sustainability, computer controlled applications, electronic equipment or computer network support.

The course is broken up into a series of modules. These modules are made up of core units that are mandatory for the Cert II in Integrated Technology and elective units. The elective units have been chosen at BHSSC both to assist students with the end of year exam and to complement the Electrical Pre-apprenticeship.

Year 1:

Apply principles of occupational health and safety in the work environment
Carry out an integrated technology project
Prepare for working in the integrated technology sector
Operate a small power supply system
Configure and program a basic robotic system
Perform basic network and computer assembly

Year 2:

Work in an integrated technology environment
Use electrotechnology skills in integrated technology work
Use software applications in integrated technology work
Install a sustainable extra low voltage energy power system
Install security equipment and systems

Fees

There are fees applicable to this program. Please contact the college for details.

VCE VET Integrated Technologies (Cisco)

CERTIFICATE IV IN INTEGRATED TECHNOLOGIES (partial completion) @Box Hill Institute

Integrated Technologies Cisco can start your path to a career as a key player in an organisation's computer systems by gaining hands on experience in computer networking skills, using industry current routers, hubs and switches. You will work with highly qualified Cisco networking professionals to design, configure, troubleshoot and implement computer networks.

Successful completion of the VET Cisco program (1st and 2nd years) will provide you with unit credits against the Certificate IV in Computer Systems Technology and Diploma of Information Technology Networking.

PROGRAM OUTLINE

UNITS 3 AND 4 PROGRAM A – COMPULSORY

- Build a simple network and establish end to end connectivity
- Configure and troubleshoot network switches and routers

UNITS 3 AND 4 PROGRAM B – COMPULSORY

- Apply network scaling tools and techniques
- Establish connectivity to a wide area network (WAN)

More information

See the Box Hill Institute website at <https://www.boxhill.edu.au/our-courses/vetis/>

Fees

There are fees applicable to this program. Please contact the college for details.

VCE VET Kitchen Operations

Certificate II in Kitchen Operations

@Aquinas College

Length of Course: 2 Years (four semesters)

This certificate provides students with an overview of the hospitality industry. It provides students with the skills and knowledge to be competent in a range of kitchen functions and activities (i.e. back of house).

This study encompasses both theory and practical components.

YEAR 1 Units 1 & 2

- Use hygienic practices for food safety 15 hrs
- Participate in safe work practices 12 hrs
- Use food preparation equipment 25 hrs
- Prepare dishes using basic methods of cookery 45 hrs
- Clean kitchen premises and equipment 13 hrs
- Maintain the quality of perishable items 10 hrs
- Work effectively with others 15 hrs
- Show social and cultural sensitivity 20 hrs
- Source and use information on the hospitality industry 25 hrs

YEAR 2 Units 3 & 4

- Prepare appetisers and salads 25 hrs
- Prepare stocks, sauces and soups 35 hrs
- Prepare vegetable, fruit, egg and farinaceous dishes 45 hrs
- Use cookery skills effectively 50 hrs
- Prepare poultry dishes 25 hrs

CONTRIBUTION TO THE VCE

Student will be eligible for up to 4 units of credit, 2 units at the 1&2 level and a Units 3 + 4 sequence.

ATAR: Students wishing to receive an ATAR contribution for the Units 3&4 sequence of Program 2: Certificate II in Kitchen Operations must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

Note: Where a student elects not to receive a study score for VCE VET Kitchen Operations no contribution to the ATAR will be available.

Fees

There are fees associated with materials for Y11 and Y12 plus the cost of a uniform. Please contact the College for more information.

VCE VET Make-up

Certificate III in Make-Up @Box Hill Institute

Length of Course - 2 years (four semesters)

Make up and beauty services can be one of the most rewarding careers for those who love making people look and feel good. It can provide many different pathways including working in the rapidly growing spa industry, working as a technical advisor or salon consultant for a product company or as a make-up artist for photo shoots, catwalk and weddings and the lucky few, for film, stage and television.

This qualification provides students with knowledge and skills in day, evening, photographic and camouflage make-up and false eyelash application. Students will also learn communication and retail skills vital for a career as a makeup consultant. Usually an on-the-job work placement is required.

Materials Fee:

There are fees associated with this course. Please contact the College for more details.

Uniform Requirements:

Box Hill Institute t-shirt, Occupational Health and Safety requires closed toed shoes.

VCE/VCAL Contribution:

On successful completion of this program, you will be eligible for recognition of up to four units at Units 1 and 2 level and a Units 3 and 4 sequence.

SHB30215 Certificate III in Make-Up from the VCE VET Hair and Beauty program will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

Year 1

- Apply safe hygiene, health and work practices
- Design and apply make-up
- Provide lash and brow services
- Design and apply Make-up for photography
- Comply with organisational requirements within a personal services environment
- Monitor and manage small business operations
- Research and apply beauty industry information
- Advise on beauty products and services

Year 2

- Apply airbrushed make-up
- Design and apply remedial camouflage make-up
- Design and apply creative make-up
- Apply cosmetic tanning products
- Apply eyelash extensions
- Conduct salon financial transactions
- Provide salon services to clients

More information

See the Box Hill Institute website at <https://www.boxhill.edu.au/our-courses/vetis/>

Fees

There are fees applicable to this program. Please contact the college for details.

VCE VET Music: Technical Production

CUA30915 Certificate III in Music Industry (Sound Production) @BHSSC

Length of course: 2 years (four semesters)

Hands on, practical experience with music and musical equipment is a high priority for our Technical Production course. Delivered at the college by staff with high level experience in the music industry, students engage in recording songs, operating all the equipment needed for live contemporary music performances, and prepare for working in the music industry. Students produce their own demos and live performances are a regular feature of the program, including a major off-campus rock concert.

Past students have achieved the highest possible scores and have gained entry into post-secondary audio engineering courses. Some have worked on major commercial albums, in television and on major music events. Many students undertake this course in conjunction with music performance which allows them to produce recordings of their own performances and put together concerts for their bands.

VCE VET Music (Technical Production) provides students with practical experience and knowledge with music and musical equipment. Students create multi-track recordings, set up and operate equipment and learn about the music industry.

Year 1 (VCE VET Units 1 & 2)

Units of Competency		Hours
BSBWHS201	Contribute to health and safety of self and others	20
CUACMP301	Implement copyright arrangements	20
CUAIND303	Work effectively in the music industry	35
CUAMLT302	Apply knowledge of style and genre to music industry practice	40
CUASOU201	Develop basic audio skills and knowledge	40
CUASOU202	Perform basic sound editing	30

Year 2 (VCE VET Units 3 & 4)

Units of Competency		Hours
CUASOU311	Mix music in a studio environment	60
CUASOU306	Operate sound reinforcement systems	40
CUASOU307	Record and mix a basic music demo	40
CUASOU308	Install and disassemble audio equipment	40
CUASOU402	Manage audio input sources	30

Pre- requisites

Students wishing to gain entry to Units 3 & 4 must have completed Units 1 & 2 or equivalent.

CONTRIBUTION TO THE VCE

Upon successful completion of the CUA30915 Certificate III in Music Industry (Sound Production) students will be eligible for up to five units credit towards their VCE: up to three at Units 1 and 2, and a Units 3 and 4 sequence.

ATAR CONTRIBUTION

Students wishing to receive an ATAR contribution for must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

Selection

Selection is by interview and audition.

Fees

There is a materials fee for this subject. Please contact the college.

Before enrolling students are advised to check VCE and ATAR contribution. Information available at <http://www.vcaa.vic.edu.au/vet/programs/music/music.html>

VET Plumbing (pre-apprenticeship)

Certificate II in Plumbing @BHSSC

Length of course: 2 years

Auspiced by Box Hill Institute

VET Plumbing is delivered predominantly on site by an industry trainer and provides the opportunity for students to gain employment in the building and construction industry, in particular plumbing.

Students will develop skills in the use of relevant hand and power tools, learn the basics of welding and cutting and gain an understanding of plumbing fixtures, fittings and appliances.

VET Plumbing is offered as a packaged program with students gaining additional skills and knowledge in VCE Product Design and Technology, Maths, Visual Communication (Trade Drawing) and VET Building.

OHS requires that correct clothing and footwear must be worn by students at all times in the workshop.

Students are to complete Structured Workplace Learning as part of this program.

This course provides the opportunity for those wishing to gain employment in the building and construction industry, in particular plumbing with the required prerequisite knowledge and skills to gain access to a wide range of apprenticeships offered within this industry.

Year 1

Unit Name

Apply OHS requirements, policies & procedures in the construction industry

Work safely in the construction industry

Carry out interactive workplace communication

Apply basic sheet metal practices

Perform basic oxy-acetylene welding and cutting

Use basic plumbing hand tools

Use basic power tools

Produce technical drawings

Carry out measurements and calculations

Use and apply basic levelling equipment for plumbing

Year 2

Unit Name

Provide basic emergency life support

Read and interpret plans and specifications

Use basic electric welding equipment and techniques

Cut and penetrate building materials and structures

Identify career paths in the plumbing industry

Prepare to work in the plumbing industry

Fabricate simple plumbing pipe systems

Write simple documents

Use plumbing pipes, fittings and fixtures to simulate plumbing installations

Fees

There are fees applicable to this program. Please contact the college for details.

VCE VET Sport and Recreation

Certificate III in Sport and Recreation

VCE VET Sport and Recreation provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and recreation and fitness. Leadership, organisational and specialist activity skills such as fitness will be developed throughout the program. Completion of the Certificate may provide pathways into the sport and recreation industry in areas such as maintaining grounds, providing customer service, administrative service or working in a fitness centre, outdoor sporting ground or centre. Potential job roles may include recreation activities assistant or gymnasium assistant. The Sport and Recreation qualification could allow students to undertake further training or study to enable them to be employed in roles such as personal trainer, gym instructor, event/promotions manager, facilities manager, coach.

VCE VET Units 1 & 2

Organise personal work priorities and development - core
Provide First Aid
Use social media tools for collaboration and engagement
Provide quality service - core
Respond to emergency situations - core
Participate in workplace health and safety -core
Conduct non-instructional sport, fitness and recreation sessions
Develop and update officiating knowledge
Conduct sport, fitness and recreation events

VCE VET Units 3 & 4

Plan and conduct programs
Facilitate groups
Develop and update knowledge of coaching practices
ID WHS hazard identification, risk assessment & control
Conduct basic warm up and cool down programs
Educate user groups

Pre- requisites

Students wishing to gain entry to Units 3 & 4 must have completed Units 1 & 2, or equivalent, or provide evidence of prior learning and competency.

CONTRIBUTION TO THE VCE

Upon successful completion of the VCE VET Sport and Recreation program students will be eligible for up to four units of credit towards their VCE: Two units at Units 1 and 2, and a Units 3 and 4 sequence.

ATAR CONTRIBUTION

Students wishing to receive an ATAR contribution for the Units 3 & 4 sequence must undertake scored assessment for the purposes of gaining a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

Fees

There are fees applicable to this program. Please contact the college for details.

Victorian Certificate of Applied Learning (VCAL)

The VCAL is a senior secondary certificate that provides students with practical work-related experience, as well as literacy and numeracy skills that are important for life and work.

Like the VCE, the VCAL is a senior secondary qualification and a pathway to many careers and future education.

If students enjoy hands-on learning and would like to go to a TAFE institute or university, do an apprenticeship or traineeship, or start a job when they finish school, the VCAL may be a good choice.

The course is flexible and enables students to undertake a study program that suits their interests and learning needs in a variety of settings, including schools, TAFE institutes and Adult Community Education centres.

How do they achieve their VCAL?

To achieve a VCAL, students need to complete 10 units of study from four compulsory strands:

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

Once students have successfully completed their VCAL, they will receive a Statement of Results that details the areas of study they have completed.

Overview

The School will offer two streams of VCAL in 2020:

- An **Intermediate** VCAL to our current Year 10 students.
- A **Senior** VCAL to our current Year 11 students and also other external students.

VCAL's flexibility enables students to study a program that combines, VET, VCAL, VCE studies and ongoing work placement in an individual learning plan that supports their chosen pathway. Students select appropriate subjects from four strands:

- Literacy and numeracy skills (VCE or VCAL units)
- Work Related Skills (VCAL unit or VCE units)
- Industry Specific Skills (VET programs)
- Personal Development Skills (VCAL units only)

Students most suitable for the program are those who;

- Are interested in work or face challenges in completing a full VCE program
- Are vocationally focused and do not require a VCE or ATAR score
- Are committed to completing Yr12 at BHSSC
- Are willing to be part of a team
- Are recommended by teachers as suitable for the program
- Have parental support for their involvement in the program

The VCAL units that are offered at the College include:

VCAL Literacy and Oral Communication Skills – The purpose of the literacy curriculum selected for this strand is to enable the development of skills, knowledge and attitudes in literacy that allow progression in the main social contexts of family, employment, further learning and citizenship.

Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate.

Literacy includes reading, writing and oral communication skills.

VCAL Numeracy Skills – Demonstrated through the satisfactory completion of at least one unit of VCE Maths, usually Foundation Maths.

VCAL Personal Development Skills – students apply communication, interpersonal, problem solving, team work, research and project management skills to hands on community projects.

VCAL Work Related Skills – students undertake ongoing work placements and work towards building a folio of skills valued by employers.

Victorian Certificate of Education (VCE)

The VCE is a senior secondary certificate that provides pathways to tertiary education, advanced certificate courses and the workforce.

It is a world-class credential that enables students to study a broad range of subjects. It is recognised nationally and internationally.

Most students in Victoria receive their VCE when they complete secondary schooling.

VCE SUBJECTS

How many subjects do I choose?

Year 11 – Students select 6 subjects (12 units) and if relevant can **also** choose a sport development program (basketball, football, tennis, etc.).

Year 12 – Students select 5 subjects (10 units) and if relevant can **also** choose a sport development program (basketball, football, tennis, etc.).

Note: The Sport Development program (basketball, football, tennis, etc.) does NOT count as a VCE subject.

How many subjects do I need to pass to get my VCE?

Students will need to pass a minimum of 4 – Year 11 subjects (8 units) plus 4 – Year 12 subjects (8 units) to complete their VCE. This must include English (unit3&4) and either English Unit 1 or 2 or equivalent. Note: most of the VET subjects can also be used as a VCE subject.

General assessment details

All Year 11 subjects (units 1 &2) will have a range of assessments, including class work, projects, assignments, presentations, practical work and tests. In addition, there will be one exam for each subject at the end of each semester.

All Year 12 subjects (units 3 &4) will have a range of school based assessments, including class work, projects, assignments, presentations, practical work and tests. In addition, there will be external exams for each subject.

The final Year 12 assessment will be made up of school based assessment plus an external exam. The percentage contribution of each to the student's final score will differ from subject to subject and can be seen in each subject's detailed description following.

What do I need to do to get into a University Course?

Generally Universities will use a combined score (called the ATAR) of your 12 subjects. This consists of your English (or equivalent) plus your next best 3 subjects. If you choose to do a 5th or 6th subject, only 10% of these will go toward the ATAR score.

Accounting (Units 1-4)

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

It is recommended that students have studied Units 1 and 2 Accounting and have satisfactorily completed Unit 2 prior to completing Units 3 and 4.

Unit 1: Role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework and financial indicators to measure business performance, and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

Unit 2: Accounting and decision making for a trading business

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance. Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework, financial indicators and ethical considerations for business owners when making business decisions, including financial, social and environmental.

Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

Unit 4: Recording, reporting, budgeting and decision making

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance. Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework and financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

Levels of Achievement:

Units 1 and 2:

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

Units 3 and 4:

Percentage contributions to the study score in VCE Accounting are as follows:

Unit 3 School-assessed Coursework:	25%
Unit 4 School-assessed Coursework:	25%
End-of-year examination:	50%

Art (Units 1 - 4)

Structure

Unit 1: Artworks, experience and meaning

Unit 2: Artworks and contemporary culture

Unit 3: Artworks, ideas and values

Unit 4: Artworks, ideas and viewpoints

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

Unit 1: Artworks, experience and meaning

In this unit students focus on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks.

Unit 2: Artworks and contemporary culture

In this unit students use the Cultural Framework and the Contemporary Framework to examine the different ways that artists interpret and present social and personal issues in their artistic practice. They apply the Cultural Framework and the Contemporary Framework as appropriate to the selection of artworks.

Assessment

For each of units 1 and 2, students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit. Suitable tasks for assessment may be selected from the following:

Outcome 1

- an extended written response
- short-answer responses supported by visual references
- an annotated visual report
- a presentation using digital technologies
- an oral presentation.

Outcome 2

- a range of visual responses to a selection of set tasks and documented evidence of the art process.
- documentation of the art process using visual language and the Analytical Frameworks. (Unit 2)

Unit 3: Artworks, ideas and values

In this unit students study selected artists who have produced works before 1990 and since 1990. Students use the Analytical Frameworks for analysing and interpreting the meaning of artworks. Applied together, these Analytical Frameworks enable students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations.

Unit 4: Artworks, ideas and viewpoints

In this unit students study artworks and develop and expand upon personal points of view. They support their point of view and informed opinions about art ideas and issues with evidence. They build their learning and conceptual understanding around the discussion of broad themes, ideas and issues related to the role of art in society and consider how ideas and issues are communicated through artworks. They discuss how art may affect and change the way people think.

Assessment

School-assessed Coursework (20 percent of score)

Unit 3 Outcome 1 (10 percent of score)

Use the Analytical Frameworks to analyse and interpret artworks produced before 1990 and since 1990, and compare the meanings and messages of these artworks.

Unit 4 Outcome 1 (10 percent of score)

Examine and analyse an art idea and its related issues to inform their viewpoint.

School-assessed Task (50 percent of score)

Assessment for Art includes a School-assessed Task. The student's level of performance in achieving Outcome 2 in Unit 3 and Outcome 2 in Unit 4 will be assessed through a School-assessed Task.

Unit 3 Outcome 2

Use the art process to produce at least one artwork, and use the Analytical Frameworks to document and evaluate the progressive development and refinement of their artistic practice.

Unit 4 Outcome 2

Apply the art process to progressively communicate ideas, directions and personal concepts in a body of work that includes at least one finished artwork and use selected aspects of the Analytical Frameworks to underpin reflections on their art making.

External assessment (30 percent of score)

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 30 per cent.

Fees

There may be fees applicable to this program. Please contact the college for details.

Biology (Units 1 - 4)

Rationale

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.

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

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Unit 1: How do living things stay alive?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

Unit 2: How is continuity of life maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered.

Unit 3: How do cells maintain life?

The cell is a dynamic system of interacting molecules that define life. An understanding of the workings of the cell enables an appreciation of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. The convergence of cytology, genetics and biochemistry makes cell biology one of the most rapidly evolving disciplines in contemporary biology.

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signaling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules.

Unit 4: How does life change and respond to challenges over time?

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool.

The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species.

Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

Levels of Achievement:

Units 1 and 2:

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

Units 3 and 4:

Percentage contributions to the study score in VCE Biology are as follows:

Unit 3 School-assessed Coursework:	16 per cent
Unit 4 School-assessed Coursework:	24 per cent
End-of-year examination:	60 per cent.

Business Management (Units 1 - 4)

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Unit 1: Planning a business.

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2: Establishing a business.

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies.

Unit 3: Managing a business.

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies have the opportunity to compare theoretical perspectives with current practice.

Unit 4: Transforming a business.

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study, students evaluate business practice against theory.

Levels of Achievement:

Units 1 and 2:

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

Units 3 and 4:

Percentage contributions to the study score in VCE Business Management are as follows:

Unit 3 School-assessed Coursework: 25%

Unit 4 School-assessed Coursework: 25%

End-of-year examination: 50%.

Chemistry (Units 1 - 4)

Rationale

VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

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

Aims

This study enables students to:

- apply models, theories and concepts to describe, explain, analyse and make predictions about chemical phenomena, systems, structures and properties, and the factors that can affect them
- understand and use the language and methodologies of chemistry to solve qualitative and quantitative problems in familiar and unfamiliar contexts

and more broadly to:

- understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences
- develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory
- develop an informed perspective on contemporary science-based issues of local and global significance
- apply their scientific understanding to familiar and unfamiliar situations including personal, social, environmental and technological contexts
- develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
- understand and apply the research, ethical and safety principles that govern the study and practice of the discipline in the collection, analysis, critical evaluation and reporting of data
- communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

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

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials.

Unit 2: What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

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

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

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

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

Levels of Achievement:

Units 1 and 2:

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

Units 3 and 4:

Percentage contributions to the study score in VCE Chemistry are as follows:

Unit 3 School-assessed Coursework: 16 per cent

Unit 4 School-assessed Coursework: 24 per cent

End-of-year examination: 60 per cent.

English (Units 1 - 4)

Entry

There are no prerequisites for entry to Units 1 or 2. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Text Selection

In Units 1 and 2, text selection is a school-based decision, and must be made in accordance with the following instructions.

For Area of Study 1 in both Units 1 and 2, students must read and study two set texts. At least two set texts must be selected from the following categories: novels, plays, collections of short stories or collections of poetry.

Focus of Unit 1:

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

Focus of Unit 2:

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Units 3 - 4 Entry

Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Text Selection

A total of four texts across the Units 3 and 4 sequence must be selected from the Text Lists published annually by the VCAA.

At least two set texts must be selected from the following categories: novels, plays, collections of short stories or collections of poetry.

Focus of 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.

Focus of Unit 4:

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

Levels of Achievement:

Units 1 and 2:

Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision. For this unit students are required to demonstrate two outcomes.

Suitable tasks for assessment in this unit are:

- analytical responses to set texts
- persuasive text that presents an argument or viewpoint
- analysis of the use of argument and persuasive language in text/s.

Units 3 and 4:

Percentage contributions to the study score in VCE English as an Additional Language (EAL) are as follows:

Unit 3 School-assessed Coursework: 25%

Unit 4 School-assessed Coursework: 25%

End-of-year examination: 50%

English as an Additional Language (Units 1 - 4)

Entry

There are no prerequisites for entry to Units 1 and 2. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Eligibility for English as an Additional Language (EAL) status at Units 1 and 2 level is a matter for school decision. At Units 3 and 4 level students need to meet the Victorian Curriculum and Assessment Authority criteria for enrolment in EAL. Schools should refer to the current year's VCE and VCAL Administrative Handbook for advice about student eligibility for EAL in Units 3 and 4. VCE English as an Additional Language (EAL) is suitable for students who will typically have English language proficiency at a minimum International English Language Testing System (IELTS) 4 level or its equivalent.

Text Selection for Units 1 & 2

Across the Unit 1 and 2 sequences, EAL students must read and study at least three set texts. The term 'set text' refers to texts chosen by the school for the achievement of Outcomes 1 and 2 in Units 1 and 2. For the achievement of Outcome 1 in each unit, EAL students must read and study at least one set text. For the achievement of Outcome 2, Unit 1, students must read and study at least one set text or its equivalent in a collection of shorter set texts. For the achievement of Outcome 2, Unit 2, students should read and study a range of shorter texts selected by the school. At least one set text in each unit should be an imaginative print text such as a novel, a play or a collection of short stories or poetry.

For all students, no more than one of the set texts may be a film text. Other multimodal and/or non-print texts may be used to supplement studies of print texts. At least one of the set texts must be by an Australian or about Australians. Students are encouraged to read widely in both Units 1 and 2 in order to support the achievement of all outcomes.

Units 1 & 2:

In Unit 1 students explore how meaning is created in a text. Students discuss, identify and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings and events, explore themes and build the world of the text for the reader.

Students also learn to analyse texts that attempt to persuade an audience and study how they are constructed. They listen to and answer questions on a range of spoken texts.

In Unit 2 students explore how comparing texts (for example one film and one print text) can provide a deeper understanding of ideas, issues and themes.

In addition, students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience.

Text Selection for Units 3 & 4

Across the Units 3 and 4 sequences, EAL students must read and study at least three selected texts. For the achievement of Outcome 1 in each unit, EAL students must read and study one selected text from Text List 1. For the achievement of Outcome 2, Unit 3, students must read and study at least one selected text from Text List 2. For the achievement of Outcome 2, Unit 4, students should read and study a range of shorter texts selected by the school. At least one of the selected texts in each unit should be an imaginative print text such as a novel, a play or a collection of short stories or poetry.

For all students, no more than one of the selected texts may be a film text. Other multimodal or non-print texts may be used to supplement studies of print texts. A film text may be selected from either Text List 1 or Text List 2 for study in Area of Study 1 or Area of Study 2, but not for study in both areas of study. Students are not permitted to write on more than one film in the examination. At least one of the selected texts should be by an Australian or about Australians.

Units 3 & 4:

In Unit 3 students identify, discuss and analyse how the features of a selected text, Text 1, make meaning and how they influence interpretation. Students also study a different set text (Text 2) on which to base creative responses.

Students also analyse and compare the use of argument in texts that debate a topical issue. They develop their understanding of the way in which language and argument complement one another in positioning the reader.

In Unit 4 students explore the meaningful connection between two texts (Text 2 from Unit 3 and Text 3). They analyse the texts including the connections between characters and setting, voice and structure and how ideas, issues and themes are conveyed. Assessment is by a written analysis exploring the similarities and differences between the two texts.

In addition, students build on the knowledge and skills gained in Unit 3 by writing and presenting an oral presentation of between three and five minutes to classmates on a topical issue. Students must also write a statement of intention to support the decisions they made in creating the text.

Levels of Achievement:

Units 1 and 2:

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

Units 3 and 4:

Percentage contributions to the study score in VCE English as an Additional Language (EAL) are as follows:

Unit 3 School-assessed Coursework: 25%

Unit 4 School-assessed Coursework: 25%

End-of-year examination: 50%

Bridging English as an Additional Language (Units 1 - 2)

Bridging English as an Additional Language (EAL) is the intensive and explicit study of English language in a range of socio-cultural contexts and for a range of purposes, including further education and the workplace. Students develop their language skills and confidence, assisting them to communicate effectively in a range of contexts, including academic and every day, using a range of registers of spoken and written Standard Australian English. This contributes to students being able to participate effectively in Australian life.

Bridging EAL focuses on language skills needed by students for whom English is an additional language. Students develop knowledge and skills in speaking, listening, reading, viewing, writing and thinking, and progress from informal use of language to more formal, academic and technical language use.

Aims

This study enables students to:

- develop their understanding of how language, structural features, and sentence structure are used to make meaning for a range of purposes, audiences and socio-cultural contexts
- develop their language skills in speaking, listening, reading, viewing and writing Standard Australian English
- communicate ideas, feelings, observations, information and understanding appropriately across a range of curriculum areas
- develop competence across a range of increasingly challenging English language texts, in order to construct a variety of responses, including creative, personal, factual, persuasive and critical
- strengthen and extend their understanding and use of metalanguage to explain the structural and language choices made by authors and themselves for different contexts and audiences
- edit and reflect on their own use of language to achieve accuracy and clarity of expression

Course outline:

Unit 1

Students undertake two areas of study – *English for Everyday and Academic Purposes* and *English for Self-Expression*.

Unit 2

Students undertake two electives from either *English in the Media*, *English Literature* or *English for the Workplace*

Assessment:

Each area of study and elective will have two or three different assessments in combinations of spoken, written, listening and reading modes.

English - Foundation (Units 1 - 2)

Entry

There are no prerequisites for entry to Units 1 and 2.

Rationale

Foundation English is designed for students who may require a more vocationally orientated approach to English or may be aiming to directly enter the workforce upon completing their post-compulsory secondary studies. It may also be suited to students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English/ESL, VCE Literature, or VCE English Language Units 1–4 and in other VCE studies.

The study design draws on and strengthens the skills gained and the knowledge students have acquired about texts and language in the English domain of the Victorian Essential Learning Standards. It integrates speaking, listening, reading, viewing and writing across all areas of study to enhance students' knowledge about the structures and functions of written and oral language. The course allows students to improve their skills in comprehending and responding to a variety of texts, and to enhance their communication skills.

Foundation English may be viewed as a bridging course into the VCE or for students completing technically orientated courses, as well as providing an opportunity for students to develop stronger connections between the Employability Skills Framework and Key Competencies and their English studies.

There are various pathways that students may follow after completing Foundation English Units 1 and 2. Some students may proceed to VCE English/ESL, VCE Literature, or VCE English Language Units 1 and 2 and subsequently to Units 3 and 4 in any of the English group studies. Alternatively, after completing Foundation English Unit 1, students could proceed to English/ESL, Literature, or English Language Unit 2 and from there to Units 3 and 4 in one of the English group of studies. It is also possible, but less likely, that a student could proceed directly from Foundation English Units 1 and 2 to English/ESL, Literature, or English Language Units 3 and 4.

It should be noted that no more than two units at Units 1 and 2 level selected from Foundation English, English/ESL, English Language or Literature may count towards the English requirement.

Aims

This study is designed to enable students to:

- strengthen and extend their competence and confidence in using Standard Australian English in meeting the demands of further study, the workplace and their own needs and interests;
- strengthen and extend their language skills through thinking, reading, writing, speaking and listening;
- communicate ideas and information effectively using the conventions of written and spoken language;
- speak and listen in a range of informal and formal settings for different purposes;
- read a range of texts to construct personal, creative, comparative and critical responses;

- read accurately to locate, extract, understand, organise and synthesise ideas and information;
- control the conventions of Standard Australian English in order to edit and proofread their writing to enhance accuracy of expression and clarity of meaning;
- acquire a vocabulary to talk precisely about language and texts.

STRUCTURE

The Foundation English course is designed around one compulsory area of study, Essentials of English, and five optional areas of study from which one must be selected for study in each unit. These areas of study are not discrete. Each contains aspects of other areas of study and the modes of language – speaking and listening, reading and writing – define the outcomes, key knowledge, key skills and learning activities in all areas of the course.

Compulsory area of study in both Units 1 and 2:

Area of study 1: Essentials of English.

Optional areas of study:

Two of the following areas of study must be selected for study, one in each of Units 1 and 2.

Area of study 2: Communication and the workplace

Area of study 3: Technology and communication

Area of study 4: The study of texts

Area of study 5: The analysis and construction of argument

Area of study 6: Information literacy

Levels of achievement:

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

Food Studies (Units 1 - 4)

VCE Food Studies (Previously Food Technology) focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation.

Through this study students develop knowledge of the physical, chemical, sensory and functional properties of food and are able to apply this knowledge when using food in a practical situation. They develop and apply the knowledge and skills to prepare food safely and hygienically. Students use the design process, critical thinking and problem-solving skills to develop food products to suit specific situations or to meet the needs of individual consumers and their lifestyles. In this process, they also develop independent and cooperative learning skills.

The study may provide a foundation for pathways to food science and technology, consumer science, home economics, child care and education, community services and aged care, the hospitality and food manufacturing industries, and nutrition and health studies.

Entry

There are no prerequisites for entry to Units 1 and 2.

Unit 1: Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Unit 3: Food in daily life

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during

food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au) and develop their understanding of diverse nutrient requirements. Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit 4: Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practice and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Levels of Achievement:

Units 1 and 2:

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

Units 3 and 4:

Percentage contributions to the study score in VCE Food Studies are as follows:

Unit 3 School-assessed Coursework: 30%

Unit 4 School-assessed Coursework: 30%

End-of- year examination: 40%

Fees

There may be fees applicable to this program. Please contact the college for details.

Health and Human Development (Units 1 - 4)

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Levels of achievement:

Units 1 and 2:

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

Units 3 and 4:

Percentage contributions to the study score in VCE Health and Human Development are as follows:

Unit 3 School-assessed Coursework: 25%

Unit 4 School-assessed Coursework: 25%

End-of-year examination: 50%

History (Units 1 - 4)

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a synthesising discipline which draws upon most elements of knowledge and human experience. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

Historical understanding is communicated through written, oral and visual forms. The analysis of written documentary evidence such as letters, diaries, court proceedings and government records has long been the foundation of the study. Visual evidence, however, often pre-dates written material; for example, rock art, mosaics, scrolls. More recently, there have been many film and television documentaries presenting and interpreting historical events.

The study of history draws links between contemporary society and its history, in terms of its social and political institutions, and language. An understanding of the link between accounts of the past, and the values and interests of the time in which the accounts were produced, is also a feature of the study of history.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Unit 1: Twentieth century history 1900–1945

The first half of the twentieth century was marked by significant change. From the late nineteenth century up to World War I there was still a sense of a certain and natural order of society. This order was challenged and overturned. Old certainties were replaced by new uncertainties as new movements and organisations emerged in response to economic, social and political crises and conflicts. Revolution, civil war and international conflict overshadowed the first fifty years of the twentieth century. Many of the recurring conflicts of the twentieth century had their origins in the post-World War I political treaties and agreements. These saw the creation of new states and new borders within Europe, Asia and Africa. This was particularly true for the Middle East.

This unit should be based on one or more historical contexts from within the specified time period 1900 to 1945; for example:

- Imperial Russia and the Soviet Union;
- Palestine and the breakup of the Ottoman Empire;
- the collapse of the Hapsburg Empire;
- Japan, Germany, America, Europe and World War II;
- French Indochina;
- the Middle East; and
- China.

Unit 2: Twentieth century history 1945–2000

In 1945 the forces of Japanese imperialism and German fascism were defeated. The United States of America and the USSR emerged in the aftermath of World War II as the new world superpowers. The relationship between these allies soon dissolved into acrimony and suspicion and for the next forty years a “Cold War” was waged between these opposing ideologies.

In 1945 the atomic bombs were dropped on the Japanese cities of Hiroshima and Nagasaki. The debate

over the benefits and dangers of nuclear technology was to re-occur throughout the second half of the twentieth century.

This unit should be based on one or more contexts from within the specified time period 1945 to 2000; for example:

- the Cold War;
- Middle East conflicts;
- peace and disarmament movements;
- Asian, African, Middle East or European nationalism; and
- Globalization.

Units 3 and 4: Revolutions

Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as important international repercussions.

In developing a course, teachers should select two of the following revolutions; one for Unit 3 and one for Unit 4:

- The American Revolution.
- The French Revolution.
- The Russian Revolution.
- The Chinese Revolution.

Levels of Achievement:

Units 1 and 2:

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

Units 3 and 4:

Percentage contributions to the study score in VCE History are as follows:

Unit 3 School-assessed Coursework: 25%

Unit 4 School-assessed Coursework: 25%

End-of-year examination: 50%

Legal Studies (Units 1 - 4)

Legal Studies is an interdisciplinary course examining the meanings, values, practices, and institutions of law and legality. Possible career paths include Law, Commerce or Business at University. Many 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.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

Unit 1: Guilt and liability

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

Unit 2: Sanctions, remedies and rights – *term 3 may include excursions to both the courts and a prison*

Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Unit 3: Rights and justice

Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4: The people and the law

Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios

Levels of Achievement:

Units 1 and 2:

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

Units 3 and 4:

Percentage contributions to the study score in VCE Legal Studies are as follows:

Unit 3 School-assessed Coursework:	25%
Unit 4 School-assessed Coursework:	25%
End-of-year examination:	50%

Maths: Foundation Mathematics (Units 1 - 2)

Please note: Foundation Maths does not lead into a Unit 3 and 4 Maths.

Subject Description

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year.

There is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Units 1 and 2 of Foundation Mathematics are 'Space, shape and design', 'Patterns and number', 'Data' and 'Measurement'.

All four areas of study are to be completed over the two units. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Levels of Achievement:

Units 1 and 2:

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

Maths: General Mathematics- Further (Units 1 - 2)

Entry

To have a reasonable chance of success in these units students should have a good record of achievement in Years 7 to 10 Mathematics. It is recommended that students have achieved an average grade of Satisfactory in both the tests and examinations components of Year 10 Mathematics in both semesters.

Calculator for Units 1-2

Students will require an approved CAS calculator, preferably a TI-Nspire CX CAS.

Subject Description:

This course has been designed to provide an excellent preparation for Further Mathematics Units 3 and 4. Upon completing General Mathematics Units 1 and 2 students will be able to apply techniques, routines and processes to areas involving statistics, algebra of linear and non-linear equations, matrices and business mathematics.

Unit 1:

The areas of study in Unit 1 are Data Analysis and Simulation, Algebra, Graphs of Linear and Non-linear Relations.

The following topics will be studied:

- Computational and Practical Arithmetic
- Univariate data
- Bivariate data
- Linear relations and equations
- Linear graphs and modelling

Unit 2:

The areas of study in Unit 2 are Matrices, Linear modelling, Decision and Business Mathematics and Arithmetic.

The following topics will be studied:

- Coordinate geometry
- Linear programming
- Matrices
- Financial Arithmetic
- Number Patterns
- Networks

Levels of Achievement:

Units 1 and 2:

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

Maths: Mathematical Methods (Units 1 - 4)

Entry Units 1-2:

To have a reasonable chance of success in these units students should have a solid record of achievement in Years 7 to 10 Mathematics. It is recommended that students have achieved an average grade of **C** in both the tests and examination components of Year 10 Mathematics in both semesters. However, this minimum standard of achievement has shown that such students may find these units very challenging.

Calculator for Units 1-4

Students will require an approved CAS calculator, preferably a TI-Nspire CX CAS.

Subject Description (Units 1-2):

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. This course is designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

Unit 1:

The areas of study in this unit are Functions and Graphs and Algebra. The following topics will be studied in Unit 1:

- Linear functions
- Quadratic functions
- Polynomial functions
- Relations, functions and transformations
- Rates of change

Unit 2:

The areas of study in this unit are Functions and Graphs, Algebra, Rates of Change, Calculus and Probability. The following topics will be studied in Unit 2:

- Matrices
- Differentiation
- Applications of differentiation
- Anti-differentiation
- Introductory probability
- Combinatorics
- Circular functions
- Exponential and logarithmic functions

Entry (Units 3-4):

To have a reasonable chance of success in these units students should have a solid record of achievement in Mathematical Methods Units 1 and 2. As a minimum it is recommended that students have achieved an average grade of **C** in both the tests and examination components of Mathematical Methods Units 1 and 2

Subject Description (Units 3-4):

Mathematical Methods Units 3 and 4 builds on the topics studied in both Mathematical Methods Units 1 and 2 and can be taken on its own or in conjunction with either Further Mathematics Units 3 and 4 or Specialist Mathematics Units 3 and 4. Students with a particular interest in Mathematics can select all three subjects. It is intended to provide an appropriate foundation for further study in, for example, Science, Economics or Medicine.

Unit 3:

The areas of study in Unit 3 are Functions and Graphs, Algebra and Calculus. The following topics will be studied:

- Graphs and polynomials
- Functions and transformations
- Exponential and logarithmic equations
- Exponential and logarithmic graphs
- Inverse functions
- Circular functions
- Differentiation
- Applications of differentiation

Unit 4:

The areas of study in Unit 4 are Functions and Graphs, Algebra, Calculus, Probability and Statistics. The following topics will be studied:

- Integration
- Discrete random variables
- The binomial distribution
- Continuous distributions
- Statistics

Levels of Achievement:

Units 1 and 2:

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

Units 3 and 4:

Percentage contributions to the study score in Mathematical Methods are as follows:

Unit 3 School assessed coursework	17%
Unit 4 School assessed coursework	17%
Examination 1	22%
Examination 2	44%

Maths: Specialist Mathematics (Units 1 - 4)

Entry (Units 1-2):

To have a reasonable chance of success in these units students should have a solid record of achievement in Years 7 to 10 Mathematics. Obviously, the higher the results are in the preceding years the greater the chances of success in Year 11 Mathematics.

Calculator for Units 1-4

Students will require an approved CAS calculator, preferably a TI-Nspire CX CAS.

Subject Description:

Specialist Mathematics Units 1 and 2 provide a source of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. It has a focus on interest in the discipline in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in Mathematics and related fields.

Specialist Mathematics Units 1 and 2 is designed to be taken in conjunction with Mathematical Methods Units 1 and 2, and provides an excellent preparation for both Mathematical Methods Units 3 and 4 and Specialist Mathematics Units 3 and 4.

Whilst it is not compulsory for students to select Specialist Mathematics Units 1 and 2 in preparation for Specialist Mathematics Units 3 and 4, we strongly advise students to take careful note that in the VCAA Mathematics Study Design it states that “students will need to undertake some supplementary study with respect to assumed knowledge and skills for Specialist Mathematics Units 3 and 4,” when planning their courses.

Unit 1:

The following topics will be studied in Unit 1:

- Sequences and Series
- Number Systems
- Coordinate Geometry
- Trigonometric Ratios and their Applications
- Geometry in the Plane

Unit 2:

The following topics will be studied in Unit 2:

- Simulation, Sampling and Sampling Distributions
- Vectors
- Kinematics
- Circular Functions
- Linear and Non-Linear Relationships
- Transformations

Entry (Units 3-4):

Specialist Mathematics is a challenging subject and to have a reasonable chance of success students should have a high level of achievement in Units 1 and 2 Mathematics subjects. It is recommended that students have achieved an average grade of at least B in the tests and examination components of both Maths Methods Units 1 & 2 and Specialist Mathematics Units 1& 2.

Subject Description (Units 3-4):

Specialist Mathematics Units 3 and 4 **must** be taken in conjunction with Mathematical Methods Units 3 and 4 and is intended for those students who wish to undertake tertiary studies involving mathematics or those who have a real interest in Mathematics. A large proportion of the material studied in Mathematical Methods Units 3 and 4 will be assumed knowledge for Specialist Mathematics Units 3 and 4.

Unit 3:

The areas of study in Unit 3 are Functions, Relations and Graphs, Algebra, Calculus and Vectors. The following topics will be studied:

- Circular functions
- Complex numbers
- Representation of relations in the complex plane
- Vectors
- Coordinate geometry
- Differential calculus
- Integral calculus
- Differential equations

Unit 4:

The areas of study in Unit 4 are Algebra, Calculus, Vectors, Mechanics and Statistics. The following topics will be studied:

- Kinematics
- Vector calculus
- Mechanics
- Statistical inference

Levels of Achievement:

Units 1 and 2:

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

Units 3 and 4:

Percentage contributions to the study score in Mathematical Methods are as follows:

Unit 3 School assessed coursework	17%
Unit 4 School assessed coursework	17%
Examination 1	22%
Examination 2	44%

Maths: Further Mathematics (Units 3 - 4)

Entry

Students should have achieved at least a pass in the test and examination components of General Mathematics Units 1 and 2 in order to demonstrate an understanding of the prerequisite knowledge. Satisfactory completion of Mathematical Methods Units 1 and 2 will be considered suitable equivalent preparation.

Subject Description:

Further Mathematics Units 3 and 4 can be taken on its own or in conjunction with Mathematical Methods Units 3 and 4 or Mathematical Methods CAS 3 and 4 and Specialist Mathematics Units 3 and 4. It is intended to provide for students with diverse needs and aspirations and is intended to be widely accessible. Further Mathematics Units 3 and 4 is designed to provide general preparation for employment and further study. The topics studied in General Mathematics Units 1 and 2 will be assumed knowledge in Further Mathematics Units 3 and 4.

Unit 3:

The areas of study in Unit 3 are Data Analysis and Financial Recursion. The following topics will be studied:

- Organising and displaying data
- Summarising numerical data
- Displaying and describing relationships
- Regression
- Data Transformation
- Time series
- Modelling financial growth and decay using recursion
- Modelling and analysing reducing-balance loans and annuities

Unit 4:

The areas of study in Unit 4 are Graphs and Relations and Matrices. The following topics will be studied:

- Constructing and interpreting linear graphs
- Graphs
- Linear programming
- Matrices and Applications

Levels of Achievement:

Percentage contributions to the study score in Further Mathematics are as follows:

Unit 3 School assessed coursework	14%
Unit 4 School assessed coursework	14%
Examination 1	33%
Examination 2	33%

Media (Units 1 - 4)

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Unit 1: Representation and technologies of representation.

This first unit is for those students who have never *consciously* studied media and media literacies. What you might not know is that we study this subject ‘Every, Single, Day’!

Do you watch TV? Do you play video games? Do you use social media?
If “Yes” then you study this subject!

Representations is the first topic we study under media literacies. In this topic, we uncover the secrets to evoking feelings in our audiences, creating characters and raising discussions in our society. We then put our knowledge into practice by testing out and creating *production exercises* that teach us how to use various media forms. This then takes us into Unit 2!

Unit 2: Media production and the media industry

Kicking off from Unit 1, Unit 2 starts with a large *production exercise* of filming and editing. Creating our own pieces of work is the best way to learn; as we get to share this process with our peers, and evaluate the work of professionals in the industry.

With practice always comes a bit of study, and in this unit, we get to look at the Australian film industry and issues that are widespread across the industry as a whole.

Unit 3: Narrative and Media Production Design

Unit 3 is where the real magic happens. Taking all the knowledge we have collected during Units 1&2, we start with an exploration into *narrative and ideologies* of different films.

That’s right, we get to watch movies!

Not only do we get to watch movies, but we get to create one as well. During Units 3&4 we will create our *SAT (School-Assessed Task)* which is an ongoing project dedicated to exploring and expanding a students’ abilities in film and media.

Unit 4: Media: process, influence and society’s values

Practical and written tasks meet hand in hand for the finalisation of a student’s media process. This is where you get to create the bulk of your student film (SAT), creating a piece of work you can be proud of.

We finally end the course with a look at society’s values. This is to help further prepare you for a life of media literacy study outside of high school, and to become experts in the subject.

Levels of Achievement:

Units 1 and 2:

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

Units 3 and 4:

Percentage contributions to the study score in VCE Media are as follows:

- Units 3 and 4 School-assessed Coursework: 20%
- Units 3 and 4 School-assessed Task: 40%
- End-of-year examination: 40%

Music Performance (Units 1 - 4)

Entry

Students may learn their musical instrument outside the school to complete this subject however they must have regular lessons with a specialist teacher on their instrument, with contact details provided to the Unit 1 & 2 Music Performance teacher. Students that are self-taught are required to seek individual lessons from a professional teacher for the duration of the course.

Students are expected to be at a competent level with their instrument or voice as they will be performing both solo and in groups throughout the course.

Students must have completed a minimum of Grade 2 theory work and Grade 3 or equivalent of AMEB practical work on their instrument.

Subject Description:

This study focuses on developing skills in solo or group performance with a focus on developing performance skills across a range of historical contexts, styles and genres. Students will explore four areas of study: Performance, Preparing for Performance, Music Language and Organisation of Sound. Students will present an end of unit performance either as a solo performer or within a group. They will be provided opportunities to perform their program, receiving feedback, in preparation for their performance outcome. Within their preparation, students will explore the technical elements of performance, developing strategies to assist in optimizing performance and developing individual instrumental technique.

Unit 1

Students will develop their skills in three areas during Unit 1:

- Performance: Presentation of a performance program with at least two contrasting styles
- Preparing for Performance: Presentation of pre-existing and original exercises designed to develop individual instrumental technique and enhance the end of unit performance program.
- Music Language: Development of aural, theory and analytical skills.

Unit 2

Students will develop their skills in four areas during Unit 2:

- Performance: Presentation of a performance program with at least two contrasting styles
- Preparing for Performance: Presentation of pre-existing and original exercises designed to develop individual instrumental technique and enhance the end of unit performance program.
- Music Language: Development of aural, theory and analytical skills.
- Organisation of Sound: Development of composition/arrangement/improvisation skills as appropriate to students' performance program.

Entry (units 3-4)

It is preferred that students have completed Unit 1 and 2 Music Performance. Students may enrol in this study without this prerequisite with the approval of the Music Performance teacher. Students may learn their musical instrument outside the school to complete this subject however they must have regular lessons with a specialist teacher on their instrument, with contact details provided to the Unit 3 & 4 Music Performance teacher. Students that are self-taught are required to seek individual lessons from a professional teacher for the duration of the course.

Students are expected to be at a competent level with their instrument or voice as they will be performing both solo and in groups throughout the course.

Students must have completed a minimum of Grade 2 theory work and Grade 6 or equivalent of AMEB practical work on their instrument.

Subject Description (units 3-4)

Unit 3

Students will develop their skills in three areas during Unit 3:

- Performance of a selection of repertoire from the VCAA Prescribed Lists.
- Preparing for Performance: Demonstration and discussion of technical exercises designed to enhance the end of unit performance program and develop individual instrumental technique
- Music Language: Development of aural, theory and analysis skills.

Unit 4

Students will develop their skills in three areas during Unit 4:

- Performance of a program of repertoire from the VCAA prescribed list of works
- Preparing for Performance: Demonstration and discussion of technical exercises designed to enhance the end of unit performance program and develop individual instrumental technique
- Music Language: Development of aural, theory and analysis skills.

Levels of achievement:

Units 1 and 2:

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

Units 3 and 4:

Unit 3: School Assessed Coursework – 20%

Unit 4: School Assessed Coursework - 10%

End of Year Performance Exam - 50% (externally assessed)

End of year Written Exam - 20% (externally assessed)

Physical Education (Units 1 - 4)

For those of you with a passion for sport, be equipped with the knowledge and skills to develop and/or maintain your involvement in physical activity, sport and exercise across the lifespan. VCE Physical Education examines how the body and energy systems contribute to sporting performance, identify biomechanical principles which influence movement, understand what causes fatigue as well as look into strategies that can enhance performance.

Unit 1 – The Human Body in Motion:

Focuses on how the body systems work together to produce movement and how the systems adapt to the demands of activity. Through practical activities you:

- investigate the role, function, contribution and responses of the musculoskeletal, cardiovascular and respiratory systems to/during physical activity
- recommend and implement strategies to minimise the risk of illness or injury to the musculoskeletal, cardiovascular and respiratory systems
- consider the ethical and performance implications of legal and illegal performance enhancement practices/substances

Unit 2 – Physical Activity, Sport and Society:

Investigate how participation in physical activity varies across the lifespan. Explore a range of factors that influence or impact on participation in regular physical activity. Also look at how opportunities for participation in physical activity, exercise and sport can be extended in various contexts. In Unit 2 you:

- explore social, cultural, environmental and historical influences on participation in various forms of physical activity/sport
- experience different forms of physical activity and gain an appreciation for the level of physical activity required for health benefits
- investigate individual and population-based consequences of physical inactivity and sedentary behaviour
- assess physical activity and sedentary behaviour levels at the individual and population level
- create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines
- perform a major investigation into a contemporary issue relating to physical activity behaviour

How do the best athletes and coaches aim to continually improve? How does the body fuel performance? Look into what nutritional, physiological and psychological training methods and strategies are utilised to gain the competitive edge and advantage over others.

Unit 3 – Movement Skills and Energy for Physical Activity:

Unit 3 content:

- learn biomechanical and skill acquisition principles to analyse human movement and apply these to improve efficiency and overall performance
- investigate the characteristics, contributions and interplay of the three energy systems during physical activity
- consider the roles of the cardiovascular, respiratory and muscular systems in supplying oxygen and energy to the working muscles

- explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery

Unit 4 – Training to Improve Performance

Plan, implement and evaluate training programs to enhance specific fitness components and exercise demands. Also, analyse and evaluate strategies designed to enhance performance or promote recovery. Unit 4 content includes:

- consider the manner in which fitness can be improved through the application of appropriate training principles and methods
- participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.
- critique the effectiveness of your training program to meet the needs of the individual
- explain the chronic adaptations to the cardiovascular, respiratory and muscular systems.

This subject has clear links to the fields of Biology, Psychology and Physics.

The study prepares you for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in your own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.

Assessment:

Units 1 and 2

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

Units 3 and 4

Percentage contributions to the study score are as follows:

Unit 3 School-assessed Coursework: 25%

Unit 4 School-assessed Coursework: 25%

End-of-year examination: 50%

Physics (Units 1 - 4)

Rationale

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

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

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher.

Unit 1: What ideas explain the physical world?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

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

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

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound, and sports science. The option enables students to pursue an area of interest by investigating a selected question.

Unit 3: How do fields explain motion and electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields.

Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

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

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties.

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

Levels of Achievement:

Units 1 and 2

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

Units 3 and 4

Percentage contributions to the study score in VCE Physics are as follows:

Unit 3 School-assessed Coursework: 21%

Unit 4 School-assessed Coursework: 19%

End-of-year examination: 60%

Politics- Australian and Global (Units 1 - 4)

NOTE: This subject is only available via Distance Education

VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain and evaluate national and global political issues, problems and events, the forces that shape these and responses to them.

Australian Politics is the study of how power is gained and exercised. It considers the significant features of the way politics is practiced in Australia and the opportunities for young Australians to participate. It evaluates Australian democratic practices against particular ideas and principles that include representation, respect for rights, tolerance of diversity and freedom of speech. Australian Politics compares Australian democracy with other democratic systems. It examines the ways that national governments use their power to make and implement public policy, and the national stakeholders and international challenges that influence that policy.

Global Politics is the study of the political, social, cultural and economic forces that shape interactions between state and non-state actors in the twenty-first century. It examines the interconnectedness of twenty-first century global citizens and the impact of globalisation on culture, language, human rights and the environment. It examines the nature and effectiveness of key global actors in the twenty-first century and global challenges, including human rights, people movements, development issues and weapons proliferation. It explores the nature of global crises such as environmental degradation, war and terrorism, and the effectiveness of responses and proposed solutions by key global actors.

Aims

This study enables students to:

- understand and use fundamental political concepts
- understand the nature of contemporary politics and power in national and global contexts
- critically examine the characteristics and features of Australian democracy
- analyse factors which shape the formulation and implementation of domestic and foreign policy
- analyse global issues and challenges and the key factors which influence these
- evaluate the effectiveness of responses to global crises
- develop skills of logical and rational analysis, synthesis and argument.

Structure

The study is made up of six units.

Unit 1: The national citizen

Unit 2: The global citizen

Potentially on offer based upon numbers selecting or through distance education.

Units 3 and 4: Global Politics

Unit 3: Global factors

Unit 4: Global challenges

Product Design and Technology (Units 1 - 4)

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Unit 1: Product re-design and sustainability

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability.

Knowledge of material use and suitability for particular products is essential in product design. Additionally, knowledge of the source, origin and processing of materials is central to sustainable practices. Students consider the use of materials from a sustainable viewpoint. Sustainable practices claimed to be used by designers are examined.

Unit 2: Collaborative design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe.

In this unit students are able to gain inspiration from an historical and/or a cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Unit 3: Applying the Product design process

In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human-centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. Design and product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a 'one-off situation' in a small 'cottage' industry or a school setting. Although a product design process may differ in complexity or order, it is central to all of these situations regardless of the scale or context. This unit examines different settings and takes students through the Product design process as they design for others.

In the initial stage of the Product design process, a design brief is prepared. It outlines the context or situation around the design problem and describes the needs and requirements in the form of constraints or considerations.

Unit 4: Product development and evaluation

In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and

options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors.

Levels of Achievement:

Units 1 and 2:

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

Units 3 and 4:

Percentage contributions to the study score in Product Design and Technology are as follows:

School-assessed Coursework (Units 3 and 4)	20%
School-assessed Task (Units 3 and 4)	50%
End-of-year examination:	30%

Fees

There may be fees applicable to this program. Please contact the college for details.

Psychology (Units 1 - 4)

Rationale

VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society. In VCE Psychology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues, and communicate their views from an informed position.

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Unit 1: How are behaviour and mental processes shaped?

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. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Unit 2: How do external factors influence behaviour and mental processes?

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.

Unit 3: How does experience affect behaviour and mental processes?

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress.

Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Unit 4: How is wellbeing developed and maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning.

Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

Levels of Achievement:

Units 1 and 2

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

Units 3 and 4

Percentage contributions to the study score in VCE Psychology are as follows:

Unit 3 School-assessed Coursework: 16%

Unit 4 School-assessed Coursework: 24%

End-of-year examination: 60%

Studio Arts (Units 1 - 4)

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

It is recommended that Units 1 and 2 are completed prior to enrolling in Units 3 and 4. Students may choose one focus from Ceramics and Sculpture, Painting and Drawing or Photography.

Unit 1: Artistic inspiration and techniques

This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through art making.

Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

Unit 2: Design exploration and concepts

This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks.

Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand the artists' ideas and how they have created aesthetic qualities and identifiable styles.

Unit 3: Studio production and professional art practices

This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design 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 design process to support the making of finished artworks in Unit 4.

For this study, the exploration proposal supports the student to identify a direction for their design process. The design process is individually determined by the student. It records trialing, experimenting, analysing and evaluating the extent to which their art practices successfully communicate their aims and ideas. From this process students can develop directions for the development of finished artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students' own approaches to art-making. Students investigate and analyse the response of artists to a wide range of stimuli, and examine their use of materials and techniques. They explore professional art practices of artists in relation to particular artworks and art form/s and identify the development of styles in artworks. Throughout their study of art processes, students also consider the issues that may arise from the use of other artists' work in the making of new artworks. Students are expected to visit at least two different exhibition spaces in their current year of study.

Unit 4: Studio production and art industry contexts

This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. These artworks should reflect the skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities.

This unit also investigates aspects of artists' involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks. Students examine a range of environments for the presentation of artworks exhibited in contemporary settings. Students are expected to visit at least two different exhibition spaces in their current year of study.

Levels of Achievement:

Units 1 and 2:

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

Units 3 and 4:

Percentage contributions to the study score in VCE Studio Arts are as follows:

Unit 3 School-assessed Task: 33%

Unit 4 School-assessed Task: 33%

End-of-year examination: 34%

Fees

There may be fees applicable to this program. Please contact the college for details.

Drama/Theatre Studies (Units 1 – 4)

In VCE Theatre Studies students interpret scripts from the pre-modern era to the present day and produce theatre for audiences. Through practical and theoretical engagement with scripts they gain an insight into the origins and development of theatre and the influences of theatre on cultures and societies. Students apply dramaturgy and work in the production roles of actor, director and designer, developing an understanding and appreciation of the role and place of theatre practitioners.

Throughout the study, students work individually and collaboratively in various production roles to creatively and imaginatively interpret scripts and to plan, develop and present productions. Students study the contexts – the times, places and cultures – of these scripts, as well as their language. They experiment with different possibilities for interpreting scripts and apply ideas and concepts in performance to an audience. They examine ways that meaning can be constructed and conveyed through theatre performance. Students consider their audiences and in their interpretations incorporate knowledge and understanding of audience culture, demographic and sensibilities.

Aims

This study enables students to:

- acquire knowledge of theatre including its styles, purposes and audiences
- interpret scripts through engagement in the production process
- experiment creatively and imaginatively with theatrical possibilities and elements of theatre composition
- apply knowledge of production roles and the skills to interpret scripts
- understand themselves as theatre practitioners and audience
- appreciate theatre and its significance as an art form
- apply safe and ethical personal and interpersonal practices in theatre production
- conduct performance analysis and production evaluations and apply learning to their own theatre production work
- apply thinking, problem-solving and communication skills to creatively participate in the theatre life of their community.

Unit 1: Pre-modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. Theatre styles from the pre-modern era of theatre include Ancient Greek, Ancient Roman, Liturgical drama such as morality/miracle/mystery plays, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Neo-classical, Naturalism/Realism, Beijing Opera, Noh, Bunraku and Kabuki and other traditional indigenous theatre forms.

Unit 2: Modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.

Theatre styles from the modern era of theatre include Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education, and Immersive/Interactive theatre.

Unit 3: Producing theatre

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance. The Playlist is published annually on the VCAA website.

Unit 4: Presenting an interpretation

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer. Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. The performance must be selected from the VCE Theatre Studies Unit 4 Playlist. The Playlist is published annually on the VCAA website. Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production.

Levels of Achievement:

Units 1 and 2:

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

Units 3 and 4:

Percentage contributions to the study score in VCE Theatre Studies are as follows:

Units 3 and 4 School-assessed Coursework:	45%
End-of-year monologue examination:	25%
End-of-year written examination:	30%

Visual Communications and Design (Units 1 - 4)

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Unit 1: Introduction to visual communication design

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

Students practice their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts.

Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Through experimentation and through exploration of the relationship between design elements and design principles, students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived.

Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. In this unit students are introduced to three stages of the design process detailed on pages 12 and 13: researching designers, generating ideas and applying design knowledge and drawing skills to develop concepts.

Unit 2: Applications of visual communication design

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process detailed on pages 12 and 13 as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

Unit 3: Design thinking and practice

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Students use their research and analysis of visual communication designers to support the development of their own work. They establish a brief and apply design thinking skills through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and investigation work underpin the developmental and refinement work undertaken in Unit 4.

Unit 4: Design development and presentation

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience.

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused. Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

Assessment:

Units 1 and 2:

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

Units 3 and 4:

Percentage contributions to the study score in Visual Communication Design are as follows:

Unit 3 School-assessed Coursework: 25%

Units 3 and 4 School-assessed Task: 40%

End-of-year examination: 35%

Fees

There may be fees applicable to this program. Please contact the college for details.

Languages (Year 9 to 12)

The study of a language contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

Languages at Box Hill Senior Secondary College can be accessed through the Victorian School of Languages (VSL). The VSL is at the forefront of language teaching. Due to its single faculty language focus, the VSL has a high concentration of expertise and is well placed to offer quality, innovative language programs. A common curriculum rationale, methodological approach and organisational focus is implemented for every language and year level and this forms the basis of the development of individual syllabi and teaching materials.

The VSL curriculum provides for its students a balanced set of learning experiences which are active, cooperative and participatory and which give students maximum opportunity to realise their potential. Curriculum development is based on the communicative approach to language teaching, aimed at the intellectual, social, emotional and creative development of all students and is inclusive of gender, ability and background. Learning tasks and assessment practices are structured in such a way that student progress is measurable and so that participating students are enabled and encouraged to perform well. All courses are reviewed to ensure compatibility with the Victorian Curriculum and VCE.

The Victorian School of Languages is a government school committed to the provision of language programs for students in Years 1 to 12 who do not have access to the study of those languages in their mainstream schools. The school's languages program is delivered through both face-to-face teaching in centres across the state and through distance education mode. Enrolment eligibility for all VSL courses is determined by Department of Education guidelines.

The VSL operates within government policies and priorities and is committed to assisting the Victorian school system meet the languages participation targets set by the government.

Students are drawn from the 3 school sectors. The school is the largest single VCE language provider with over 3,500 VCE students. For many languages of low candidature, the VSL is the only provider through to VCE level.

Generally the VSL provides classes for school age students at the same level as they are in at their regular school. However due to pressure of numbers some multi-level classes need to be organised, particularly in the smaller languages. The VSL has developed curriculum materials to suit such teaching needs and offers professional development to the teachers.

The majority of languages can be studied from primary level through to VCE.