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VISION

We believe in living life in Jesus. In keeping with the Mercy tradition, we believe in the dignity of the individual and selfless, honest, life-giving relationships based in a child safe environment.

We strive to be a spirit filled, educational community that realises the fullest potential of Jesus’ message for creation.

MISSION STATEMENT

CATHOLIC IDENTITY

• Commits to living lives of service embracing the values of Jesus with relevance to today’s society, both locally and globally
• Promotes a community in which compassion, justice, fairness and equality exists for all
• Continuously provides opportunities for immersion in Catholic tradition

LEADERSHIP

• Encourages leadership across the school that is visionary, reflective, courageous, collaborative, inclusive and respectful
• Promotes leadership amongst students, staff and community members that nurtures and values individual strengths for the benefit of the whole community

LEARNING AND TEACHING

• Aims to provide a contemporary and challenging educational environment that fosters relationships to enhance learning for all individuals
• Develops innovative, creative, engaging, meaningful and flexible curriculum
• Recognises the importance of appropriate organisational structures in providing the best possible learning
• Commits to the use of collaboration, feedback and reflective practice to enhance performance.
• Promotes effective and practical ways of continually improving teaching practice

PASTORAL CARE AND WELLBEING

• Promotes pastoral wellbeing programs and behaviours that enable its community members to be connected and stay connected in a child safe environment
• Aspires to provide a balance of spiritual, academic, cultural, physical, emotional and social learning within a safe environment
• Aims to develop a community consciousness of shared responsibility for the care and wellbeing of others
• Endeavours to enable community members to understand the process of accessing support and to feel comfortable to do so

STEWARDSHIP OF RESOURCES

• Acknowledges the past and present Indigenous people of this land and endeavours to draw wisdom from their connection
• Aspires to develop a deep appreciation of the necessity of a healthy relationship between humanity and the environment
• Promotes the ideals of a sustainable environment for the future, commits to change how we source and use energy and other resources
• Has an ongoing plan to maintain and renew resources
• Aims to explicitly promote a shared contribution and responsibility for the use and maintenance of community resources
Welcome

Thank you for choosing to spend your final years of school with us. In Years 9 and 10 family helped you narrow down areas of study through Arts, Technology and Discovery electives and you may have enrolled in an early advancement unit. Now you are considering your options for Years 11 and 12.

“Do I do VCE?” “Would I rather do VCAL?” “Are there other options?” “What should I study?”

This Senior Course Guide has been created to help answer these questions.

Inside these pages you will find explanations of the two qualifications we offer senior students. We outline each unit in detail, including what assessments each have, pre-requisite or recommended prior unit, and which VET courses contribute to the ATAR. Our teachers also suggest the ‘sort of student’ who may enjoy a particular unit!

If you have any questions, please contact the staff listed throughout this course guide.

All the best with your research,

SHAUN MASON
DEPUTY PRINCIPAL, LEARNING, TEACHING AND INNOVATION
shaun.mason@ccw.vic.edu.au

Graduate Outcomes

Catholic College students live life in Jesus by

- developing and sustaining loving, empathetic and supportive relationships
- serving others with honour, courage and integrity
- being creative problem solvers, critical and reflective thinkers and self-directed, life-long learners
- knowing and valuing themselves, having a sense of confidence and belonging
- being flexible and resilient with a sense of dignity and self-respect
- being environmentally and socially responsible within their local, national and global communities
- striving to achieve their best academically
HOW TO USE THIS COURSE GUIDE

OPTIONS

We hope this guide helps you in several ways:

• **Choosing** between the Victorian Certificate of Education and the Victorian Certificate of Applied Learning
• **Deciding** if any Vocational Education and Training unit should be part of your VCE or VCAL
• **Considering** if you are going to enrol in an early advancement unit
• **Submitting** your selection (via the online portal ‘Web Preferences’) between 7 - 13 August 2019

EXPECTATIONS OF YOU

Your senior years in education are important. They bring an increase in workload, responsibility, freedom and the need for self-discipline. We expect a mature commitment. We expect you will seriously apply yourself to your studies, treat others with respect and courtesy and take advantage of the range of activities we provide.

An important aim of our College is to develop a strong sense of Christian community, helping students, their families and our staff develop their faith and a respect for, and commitment to, the welfare of others. This is not only achieved through the religious education but throughout all aspects of our curriculum.

Below we explain the two ways you can extend your learning in a favoured unit.

EXTENSION UNITS

Early Advancement

Although most students undertake a course of study in keeping with their year level, the curriculum is structured in such a way that students can be recommended for units outside their current year level.

Students at Year 10 level can apply for the Early Advancement Program in one Unit 1/2 sequence in VET or VCE.

Applications for early advancement are made on the recommendation of the unit teachers and are always dependent on the availability of places. Students are interviewed as part of that process.

**Interested?** Submit the relevant form by Tuesday 13 August 2019.

```
Early Advancement Program Application | VCE
or
Early Advancement Program Application | VET
```

Both forms are available to students and parents. Refer to SIMON (Knowledge Banks, Course Counselling) and/or PAM (Unit Selection).

Enhancement Studies (University level)

This option enables high achieving students to extend their learning by completing the first year of a standard university unit as part of their Year 12 program.

This program is only offered in exceptional circumstances and would be at the discretion and recommendation of the Learning Coach and Deputy Principal, Learning Teaching and Innovation.

The enhancement unit will count as the sixth unit toward their ATAR. An average of their top four units will be added to the student’s Aggregate Score. It is also possible to gain credit for the unit during the first year of university.

Mathematics and History/Politics are available through Monash University. Other units upon request.

See Stephanie Davis or Lisa Wise for further information.
HOW TO USE THIS COURSE GUIDE

CHOOSING YOUR UNITS
During Learning Mentor sessions early in Term 3 you take part in activities to help decide your 2020 units. Throughout August your LM will help you work through a Unit Selection Toolkit. In late July, we invite you and your family to a Course Information Night. You can talk with staff from each Domain (i.e. English, Humanities, VCAL) and hear them expand on their unit offerings. A few days later, you are invited to bring your parents or guardians along to a College day centred on Learning Mentor/Course Counselling interviews.

Our Careers Education and Development Leader Sandie McKoy will provide access to other resources. Some of these resources include: this guide, the VCAL and VCE application forms, ‘Choosing VCAL | VCE School Units’ booklet, and ‘Advice from Past Students’ booklet. These are available on SIMON (Knowledge Banks, Course Counselling) and/or PAM (Unit Selection).

SELECTING UNITS ONLINE
In August, we will supply you with login and password details explaining how to enter your unit choices and reserves online, using an online portal called ‘Web Preferences’.

www.selectmysubjects.com.au

To finalise your unit selections, you must print a Preference Receipt and give your receipt to Carmel O’Brien in the Mercy Centre.

MEET THE DUE DATE: TUESDAY 13 AUGUST
Web Preferences open on Wednesday 7 August this year. The portal closes on Tuesday 13 August.

This is your last day to lodge units, including early advancement, VCAL and Youth Ministry applications.

If you have not submitted your preferred units by the due date, you may not receive the timetable you were hoping for.

UNIT CODE LEGEND
Each unit has its own unit code. Codes are to be included when completing your plan and online Web Preferences.

Unit Code: V1PPE

1st two characters: Pathway
V1 Year 11/Unit 1-2 Units
V2 Year 12/Unit 1-2 Units

3rd character: Domain
P PE & Health
E English

4th & 5th character: Unit
PE Physical Education
LI Literature
## SUBJECT AND QUALIFICATIONS

### VCAL
See pages 9 to 13

### VCE
See page 14

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<tr>
<th>ENGLISH</th>
<th>15 - 19</th>
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<td>English</td>
<td>Unit 1-4</td>
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<tr>
<td>English Language</td>
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<td>Australian Politics</td>
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<td>History</td>
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<td>History</td>
<td>Unit 3-4</td>
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<td>Legal Studies</td>
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<td>Sociology</td>
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<td>Unit 1-2</td>
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<td>Mathematics Methods</td>
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<td>Outdoor and Environment Studies</td>
<td>Unit 1-4</td>
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<td>Physical Education</td>
<td>Unit 1-4</td>
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<th>47 - 52</th>
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<td>Unit 1-2</td>
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<tr>
<td>Texts and Traditions</td>
<td>Unit 1-2</td>
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<tr>
<td>Youth Ministry and Spirituality</td>
<td>Unit 3-4</td>
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<tr>
<td>Religion and Society</td>
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<td>Texts and Traditions</td>
<td>Unit 3-4</td>
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<td>Chemistry</td>
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<td>Physics</td>
<td>Unit 1-4</td>
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<th>62 - 67</th>
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<td>Food Studies</td>
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<td>Product Design and Technology</td>
<td>Unit 1-4</td>
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<tr>
<td>Product Design and Technology Textiles</td>
<td>Unit 1-2</td>
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<td>Systems Engineering</td>
<td>Unit 1-4</td>
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<th>68 - 75</th>
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<td>Drama</td>
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<td>Media</td>
<td>Unit 1-4</td>
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<td>Music Performance</td>
<td>Unit 1-4</td>
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<tr>
<td>Studio Arts</td>
<td>Unit 1-4</td>
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<td>Visual Communication Design</td>
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<th>76 - 85</th>
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<tbody>
<tr>
<td>Building and Construction</td>
<td>Unit 1-4</td>
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<tr>
<td>Creative Industries (Game Design)</td>
<td>Unit 1-4</td>
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<tr>
<td>Engineering Studies</td>
<td>Unit 1-4</td>
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<tr>
<td>Hair and Beauty</td>
<td>Unit 1-4</td>
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<tr>
<td>Hospitality</td>
<td>Unit 1-4</td>
</tr>
<tr>
<td>Sound Engineering</td>
<td>Unit 1-4</td>
</tr>
<tr>
<td>Sports Coaching</td>
<td>Unit 1-4</td>
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# KEY DATES

## JULY - SEPTEMBER (TERM 3)

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<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TIME</th>
<th>EVENT</th>
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<tbody>
<tr>
<td>1</td>
<td>Tue 16 July</td>
<td></td>
<td>VCAL</td>
</tr>
<tr>
<td>1 - 5</td>
<td></td>
<td>LM Time</td>
<td>Initial unit selection discussions</td>
</tr>
<tr>
<td>3</td>
<td>Mon 22 July</td>
<td>6pm</td>
<td>Course Information Night (Years 9 -12 in 2020)</td>
</tr>
<tr>
<td>4</td>
<td>Wed 7 August</td>
<td>4 - 7.30pm</td>
<td>Course Counselling / Learning Mentor interviews</td>
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<td>4</td>
<td>Wed 7 August</td>
<td>8am</td>
<td>Web Preferences online portal opens</td>
</tr>
<tr>
<td>5</td>
<td>Tue 13 August</td>
<td>3.15pm</td>
<td><strong>Web Preferences due.</strong> This includes Advancements, Youth Ministry and VCAL applications.</td>
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<tr>
<td>6</td>
<td>Mon 19 - Tue 20 August</td>
<td></td>
<td><strong>All students undertaking Unit 1 - 2 and Unit 3 - 4</strong></td>
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<tr>
<td>6</td>
<td>Tue 20 - Wed 21 August</td>
<td></td>
<td>Early advancement interviews</td>
</tr>
<tr>
<td>7</td>
<td>Mon 26 - Tue 27 August</td>
<td></td>
<td>Youth Ministry interviews</td>
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<tr>
<td>8</td>
<td>Fri 6 September</td>
<td></td>
<td>VCAL interviews</td>
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<td></td>
<td></td>
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<td>Notification of Early Advancement, Youth Ministry and VCAL offers issued</td>
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## OCTOBER - DECEMBER (TERM 4)

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<tr>
<th>WEEK</th>
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<tbody>
<tr>
<td>6 - 7</td>
<td>Mid November</td>
<td></td>
<td>Book / Resource lists available</td>
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<tr>
<td>7 - 9</td>
<td>Fri 22 November - Fri 6 December</td>
<td></td>
<td>Commencement Fortnight</td>
</tr>
<tr>
<td>9</td>
<td>Fri 6 December</td>
<td></td>
<td>All students Year 8 - 12 (2020)</td>
</tr>
<tr>
<td>10</td>
<td>Wed 11 December</td>
<td></td>
<td>Last day of school Year 9 - 11 (2019)</td>
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<tr>
<td>11</td>
<td>Wed 18 December</td>
<td></td>
<td>Last day of school Year 7 - 8 (2019)</td>
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<tr>
<td></td>
<td></td>
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<td>Catholic College office closes</td>
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## JANUARY - FEBRUARY (TERM 1)

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<tbody>
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<td>1</td>
<td>Mon 6 - Fri 17 January</td>
<td>8.30am</td>
<td>Book/Resource home delivery</td>
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<td></td>
<td>Mon 20 January</td>
<td></td>
<td>Catholic College office re-opens</td>
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<tr>
<td></td>
<td>Late January</td>
<td></td>
<td>Book/Resource and Laptop &quot;collection</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>New students only</td>
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<tr>
<td></td>
<td>Late January</td>
<td></td>
<td>Book/Resource collection, Arts Centre</td>
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<tr>
<td></td>
<td>Thur 30 January (TBC)</td>
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<td>Term 1 commences</td>
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VCAL

VICTORIAN CERTIFICATE OF APPLIED LEARNING

VCAL is really different to VCE! It is a practical alternative.

For the right person, it is empowering.

VCAL is one of the accredited Year 12 qualifications we offer, the other being VCE. Whilst VCE is the direct pathway to university, VCAL is the pathway into the workforce, or apprenticeship, or TAFE.

A typical VCAL student is ...

- a practical learner
- enjoys hands on activities
- a team player
- likes to problem solve
- adaptable and versatile
- enjoys developing life skills

- engages well with community projects
- often works outside of the classroom
- has a growth mindset to further their abilities

A partnership between student, industry and school

We focus on developing key employability skills. These skills represent what employers say they want to see in young people, and underpins how we design the course. If our students have these abilities they ought to be better prepared for the complex working world they will inherit.

Employees are looking for these seven specific skills.

Understanding them is a major focus of our program.

At Catholic College

Our students have been forming and strengthening relationships since Year 7, some since primary school! Regardless of the pathway in Year 12, our students mix and stay connected throughout their final years.
**HOW IS VCAL STRUCTURED?**

VCAL can be undertaken at a Foundation, Intermediate or Senior level. Students complete the level/s that suit their skills and abilities; taking into account their literacy levels, interpersonal and organisational skills.

The VCAL has four curriculum areas, called strands. These strands are:

- Literacy and numeracy skills
- Industry specific skills
- Work related skills
- Personal development skills

You must complete credits that contribute to all four strands. There is great variety in how this can be done, including VCAL units, VCE units, VET units and Structured Work Place Learning. Students are also expected to undertake extended projects that may include competencies from a number of units.

**A VCAL YEAR**

VCAL begins in Commencement Fortnight (Friday 22 November – Friday 6 December 2019) and students complete tasks over the summer holidays.

The program ends in the following September for Year 12, or November for Year 11.

**WHAT IS IMPORTANT TO KNOW ABOUT VCAL?**

We expect families to be familiar with these principles before enrolling.

**Project-based learning**

A key component of VCAL is event management and project-based learning. This is a different approach to the study of specific, traditional units, such as Physics.

Our VCAL students are increasingly being engaged in activities where they work together to complete outcomes across units, based around a common project. This might be within the school or in a community partnership.

Why do we structure the program this way? To provide broader, deeper opportunities to learn. Project-based learning holds student interest for longer, and creates transferable knowledge that is more readily applied to other practical settings.

**Self-paced not teacher-lead**

Students take control of their learning by self-pacing themselves through the competency outcomes for each unit.
Flexibility
The program is designed to be flexible on purpose, and is structured around students’ interests. Students themselves are the driving force behind where the curriculum can go. Where possible we tailor VCAL to individual aspirations.

Being flexible in our delivery encourages students to be more adaptable and responsive to change in the wider world.

Assessment
VCAL units have competency-based assessment, which means students are only assessed on whether they have a skill or are still working towards attaining that skill. They are not given a grade.

There is a lot of flexibility in how and when students may be assessed, and students are expected to take an active part in making those decisions.

If students include a non-VCAL subject in their program (i.e a VCE unit), they are expected to complete all assessments in that subject as published, **which may include an exam.**

Homework
Homework is kept to a minimum.

As VCAL is an applied learning pathway, students use their time after school in paid employment, sport and explore their own interests.

VET courses
Students must be enrolled in at least one VET unit.

This is compulsory because the purpose of VCAL is to cultivate industry specific skills and build pathways to employment.

See p78 for a full list of VET units.

Certificates
For each level completed (Foundation, Intermediate or Senior), students earn a VCAL certificate and a Statement of Results listing units obtained.

Students also receive certificates for accredited short courses.

Excursions
Students frequently go on outings to support learning in an applied way. They are exposed to different industries through visits to large companies (Visy, Uncle Toby’s, McDonalds) and small businesses.

Short courses and Wodonga TAFE tasters
These are compulsory and expose students to different industries, further developing their skill sets.

- Barista Basics
- Defensive Driving
- First Aid and CPR
- Manual Handling
LIFE SKILLS AND THE WIDER WORLD

The VCAL team is motivated to prepare students for adulthood. Our aim is for graduates to become valued long-term contributors to our society, to extend themselves and be engaged in the wider world. To achieve that, staff cultivate close partnerships with business, enterprise and community.

Integral also is a commitment to the personal development of each student.

We encourage every student to mature, to choose resilience, to be mindful of the employability skills that employers are asking for - and to know that life skills improve, as we grow older - if we pay attention to them.

VCAL has the capacity to develop these personal attributes ...

- self-awareness
- confidence
- decision-making
- maturity
- interpersonal relationships
- empathy
- motivation
- enhanced work ethic

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VCAL Gardening Project

VCAL Colour Run Fundraiser

Year 12 VCAL Self-Reliance Camp
WHAT NEXT?
If VCAL is for you, follow these steps to enrol.

- Go to the Course Information Night, Monday 22 July
- Talk to your Learning Mentor about VCAL
- Attend Course Counselling, Wednesday 7 August
- Apply for VCAL by Tuesday 13 August
- Go online. Enter your subjects via ‘Web Preferences’, by Tuesday 13 August
- Apply for early advancement (Unit 1-4) by Tuesday 13 August. Forms are on SIMON/PAM and website.
- Attend an interview with the VCAL Leader, Monday 19 - Tuesday 20 August
- Look out for a notification of VCAL offer in early September, (dependent upon Web Preferences, application and interview)
- Accept the VCAL offer by Friday 6 September
- Attend Commencement Fortnight, Friday 22 November - Friday 6 December

JACQUI MARTINI
VCAL LEADER
jacqui.martini@ccw.vic.edu.au
VICTORIAN CERTIFICATE OF EDUCATION
Students are required to take greater responsibility for their own learning, for their choice of units and to make a mature commitment to study both within and beyond the classroom. Because all course work and study cannot be covered in school hours, there is an expectation that students complete both homework and study out of school hours.

HOW IS VCE STRUCTURED?
Students study six units per semester at Year 11 and five units per semester at Year 12. Most people undertake Unit 1 and 2 at Year 11, and complete Unit 3 and 4 at Year 12.
To be awarded the VCE, you must satisfactorily complete at least 16 units. These units must include:

- three units from the English group (with at least one at Unit 3 and one at Unit 4 level)
- three sequences of Unit 3 and 4 studies (other than English), which can include VCE and VET

A VCE YEAR
VCE begins in Commencement Fortnight (Friday 22 November – Friday 6 December 2019) and students complete homework over the summer holidays.
The program ends in the following October for Year 12.

WHAT IS IMPORTANT TO KNOW ABOUT VCE?
This qualification
- involves at least two years of continual assessment
- ensures that every student has to meet the same assessment requirements
- uses both external and internal school assessed tasks to gauge learning

WHAT NEXT?
If VCE is for you, check the Key Dates on p8.
ENGLISH

UNIT 1-2: V1EEN
UNIT 3-4: V2EEN

ENGLISH LANGUAGE
UNIT 1-2: V1EEL
UNIT 3-4: V2EEL

LITERATURE
UNIT 1-2: V1ELI
UNIT 3-4: V2ELI
There are two areas of study for each unit: **Reading and Creating Texts** and **Analysing and Presenting Arguments**.

**UNIT 1**
- You respond analytically to one text and creatively to another
- We look at the way language and argument complement one another and interact to position the reader

**UNIT 2**
- You study two texts and compare the way meaning has been constructed by an author/director/playwright
- We look at the way language and argument complement one another and interact to position the reader

**WHAT DOES THIS MEAN FOR ME?**
You read and analyse texts and complete written responses. You creatively write in a range of formats and styles, drawing on various texts. We examine particular media texts and the ways in which authors persuade readers to share a particular point of view. You read texts (short stories, novels, plays, films and poetry) closely and critically analyse the ideas and content. We also compare the way similar ideas are conveyed differently depending on the mode through which they are presented.

**UNIT 3**
- You produce an analytical interpretation of a selected text, and a creative response to a different selected text
- We analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue

**UNIT 4**
- You produce a detailed comparison which analyses how two selected texts present ideas, issues and themes
- You construct a sustained and reasoned point of view on an issue currently debated in the media

**WHAT DOES THIS MEAN FOR ME?**
We build on the activities undertaken in Unit 1 and 2. You also compare the way two selected texts present ideas, issues and themes.

**ASSESSMENT**
- text essays
- creative writing
- oral presentations
- expository writing
- comparative response
- exam

**WHAT SORT OF STUDENT WOULD LIKE ENGLISH?**
Someone who:
- enjoys reading, responding in writing and discussing ideas
- is interested in examining current affairs and the role the media plays in our society
- likes to work with ideas, to think creatively and write extended responses

**SUGGESTED PRE-REQUISITES**
Year 10 Standard English, Year 10 Intro to English Language or Year 10 Intro to Literature.
UNIT 1: LANGUAGE AND COMMUNICATION

Our focus is on the nature and functions of language and its use in communication, the five subsystems of language (morphology and lexicology, phonology, syntax, semantics and discourse) and on child language acquisition.

WHAT DOES THIS MEAN FOR ME?
We identify, define and apply a range of key terms to the English language. You use a textbook, as well as a wide range of texts from emails, blogs and text messages to speeches, advertisements, and legal documents. You examine how language is acquired in humans from infancy, and the stages they go through.

UNIT 2: LANGUAGE CHANGE

The focus here is on language change especially within Australian English, the history and development of the English language, and the globalisation of English.

WHAT DOES THIS MEAN FOR ME?
We look at the history of the English language from its foundations (in 55 BC) to its status as the global language of the present. This will include a study of a range of factors such as Britain’s military history, colonialisation, inventions and cultural developments. You also study various pidgins and Creoles such as ‘Singlish’ and ‘Chinglish.’

UNIT 3: LANGUAGE VARIATION AND SOCIAL PURPOSE

We examine a range of texts on the continuum between informal and formal language, and develop a metalanguage to describe the features of these texts.

WHAT DOES THIS MEAN FOR ME?
You discover that all texts exist on a continuum between formal and informal, and that context, audience and function are essential to understanding the language of a text. You will learn a metalanguage to discuss key features of texts, and learn to read texts closely and identify, analyse and comment on the linguistic features.

UNIT 4: LANGUAGE VARIATION AND IDENTITY

The focus is language in its social setting. Through language we communicate information, ideas, attitudes, prejudices and ideological stances. A person’s language is always a product of their individual circumstances combined with their cultural background (in this case Australian society).

WHAT DOES THIS MEAN FOR ME?
You look at Australian English closely, and come to understand that language is a reflection of culture, identity, and a broad range of societal factors such as immigration, social class, and gender.
ASSESSMENT
• short answer tests
• analytical commentaries
• essays
• oral presentations
• investigative reports
• case studies and comparative tasks

WHAT SORT OF STUDENT WOULD LIKE ENGLISH LANGUAGE?
Someone who:
• is exact, precise and analytical with their thinking and writing, has a wide vocabulary and reads broadly and has the ability to learn new terms
• is interested in the structure of language and linguistics
• enjoys the challenge of constructing concise, focussed analytical texts

SUGGESTED PRE-REQUISITES
It is recommended you complete Units 1 and 2 before Units 3 and 4.
Someone who finds English difficult will struggle with the demands and intensity of this unit.

OTHER CONSIDERATIONS
You are expected to work from the textbook, but also to read more widely from a range of sources and text types.
LITERATURE

UNIT 1
This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text.

WHAT DOES THIS MEAN FOR ME?
You read deeply and thoughtfully about the way writers explore the human condition.

UNIT 2
Our focus is on critical and creative responses to texts.

WHAT DOES THIS MEAN FOR ME?
You need to develop your own distinctive writing style based on your critical reading of texts.

UNIT 3
Adaptations and Transformations. You analyse the extent to which meaning changes when a text is adapted to a different form.
Creative Responses to texts: You develop an understanding of the various ways in which authors craft texts. We reflect critically upon your own responses as they relate to the text, and discuss the purpose and context of your creations.

WHAT DOES THIS MEAN FOR ME?
You identify how writers (including film makers) create meaning. You respond imaginatively to a text by employing a range of literary techniques.

UNIT 4
Literary Perspectives. You produce an interpretation of a text using different literary perspectives to inform your view.
Close Analysis. You analyse features of texts and develop and justify interpretations of texts.

WHAT DOES THIS MEAN FOR ME?
We read and analyse two pieces of literary criticism. Through close attention to this criticism you develop your own response to a text. You also need to respond to a text based on your reading of selected passages.

ASSESSMENT
- creative responses
- comparative essays
- oral presentations
- passage analysis
- discussions based on close textual readings

WHAT SORT OF STUDENT WOULD LIKE LITERATURE?
Someone who enjoys reading and wishes to engage with texts on a deeper level. Someone who enjoys writing about their reading and wishes to extend their critical thinking the way writers convey meaning.

SUGGESTED PRE-REQUISITES
Nil, but students who are strong in English are encouraged.

OTHER CONSIDERATIONS
The teacher may also be delivering content to other North East Catholic Secondary Schools: Galen Catholic College Wangaratta, Marian College Myrtleford and Sacred Heart College Yarrawonga. This will enhance learning networks and expertise for both students and staff.
HUMANITIES

ACCOUNTING
UNIT 1-2: V1HAC
UNIT 3-4: V2HAC

AUSTRALIAN POLITICS
UNIT 1-2: V1HAP
UNIT 3-4: V2HAP

BUSINESS MANAGEMENT
UNIT 1-2: V1HBM
UNIT 3-4: V2HBM

GEOGRAPHY
UNIT 1-2: V1HGE

HISTORY | TWENTIETH CENTURY
UNIT 1-2: V1HHT

HISTORY | REVOLUTIONS
UNIT 3-4: V2HHR

LEGAL STUDIES
UNIT 1-2: V1HLS
UNIT 3-4: V2HLS

SOCIOLOGY
UNIT 1-2: V1HSO
UNIT 3-4: V2HSO

MANDY PERKINS
HUMANITIES COACH
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UNIT 1: THE ROLE OF ACCOUNTING IN BUSINESS

We explore the establishment of a business and the role of accounting in the determination of business success or failure. We consider the importance of accounting information to stakeholders. You record financial data and prepare reports for service businesses owned by sole proprietors. We analyse, interpret and evaluate the performance of the business using financial and non-financial information. You use these evaluations to make recommendations regarding the suitability of a business as an investment.

WHAT DOES THIS MEAN FOR ME?

You learn everyday life skills for personal and business use, including with the recording and reporting methods.

UNIT 2: ACCOUNTING AND DECISION MAKING FOR A TRADING BUSINESS

We extend your knowledge of the accounting process for sole proprietors operating a trading business. Our focus is on inventory, accounts receivable, accounts payable and non-current assets. You analyse and evaluate these areas to suggest strategies to improve business performance. We use manual processes and ICT, (including spreadsheets), to prepare historical and budgeted accounting reports. You consider relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business.

WHAT DOES THIS MEAN FOR ME?

You look at buying and selling stock, managing cash flows, managing assets and budgeting.

UNIT 3: FINANCIAL ACCOUNTING FOR A TRADING BUSINESS

We focus on a trading business owned by a sole proprietor, and the role of accounting as an information system. You 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. We develop your understanding of the accounting processes for recording and reporting, and consider the effect of decisions made on the performance of the business. You interpret reports and information presented in a variety of formats and suggest strategies to improve the performance of the business.

WHAT DOES THIS MEAN FOR ME?

You are introduced to double entry accounting used by businesses world-wide and finetune your analysis skills.

UNIT 4: RECORDING, REPORTING, BUDGETING AND DECISION-MAKING

We extend your understanding of the recording and reporting process. We introduce balance day adjustments and alternative depreciation methods, and both manual methods and ICT. You investigate both the role and importance of budgeting in decision-making for a business. You analyse and interpret accounting reports and graphical representations to evaluate the performance of a business, and suggest strategies to improve performance.

WHAT DOES THIS MEAN FOR ME?

Skills learnt in Unit 1 to 3 are developed and extended. Skills and knowledge learnt in Unit 3 and 4 are very similar to those covered in first year Commerce and Business degrees and is thus invaluable if you are considering one of these courses.

Through all units (where appropriate), the ethical considerations faced by business owners when making decisions (including financial, social and environmental), will be explored.

ASSESSMENT

- case studies, tests, and exam (Unit 1 and 2)
- tests and external exam (Unit 3 and 4)

WHAT SORT OF STUDENT WOULD LIKE ACCOUNTING?

Someone who:

- is looking to study Business, Commerce, Finance or management related courses
- is considering a trade or has an interest in going into business for themselves

SUGGESTED PRE-REQUISITES

Unit 1 and 2 Accounting form the basis of Unit 3 and 4 and, so are highly recommended.
UNIT 1: IDEAS, ACTORS AND POWER
We introduce you to the key ideas relating to the exercise of political power. We investigate how these ideas shape political systems and in particular the characteristics of liberalism. We consider the nature of power in Australian democracy and in a non-democratic political system. We also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda.

UNIT 2: GLOBAL CONNECTIONS
You become familiar with our global community and the global actors that are part of this community. In ‘area of study’ 1, we explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. In ‘area of study’ 2, we consider the extent to which global actors cooperate and share visions and goals as part of the global community. We investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.

UNIT 3: EVALUATING AUSTRALIAN DEMOCRACY
We introduce you to the core principles and operation of the Australian political system. ‘Area of study’ 1 focuses on the values and principles that underpin the Australian political system. It introduces the key elements of liberal democracy and representative government and explores how they operate in theory and practice. ‘Area of study’ 2 evaluates the Australian liberal democratic system further by comparing it with the political system of the United States of America (USA). We analyse key aspects of the US political system, including the electoral process, the operation of the legislative branch and the protection of rights and freedoms.

UNIT 4: AUSTRALIAN PUBLIC POLICY
We focus on Australian federal public policy formulation and implementation. As the government responds to these influences and pressures, policy proposals are often subject to change and compromise. Students investigate the complexities the government faces in putting public policy into operation.

‘Area of study’ 1 examines domestic policy, that which is largely concerned with Australian society and affecting people living in Australia. We investigate one contemporary Australian domestic policy issue and consider the policy response of the Australian government to that issue. In ‘area of study’ 2, we consider contemporary Australian foreign policy. We examine the major objectives and instruments of contemporary Australian foreign policy and the key challenges facing contemporary Australian foreign policy.

ASSESSMENT
- case studies
- short answer question tests
- essays
- end of year examination

WHAT SORT OF STUDENT WOULD LIKE AUSTRALIAN POLITICS?
Someone who:
- has an interest in current affairs: you need to keep up with political events in the media
- has an interest in the inner-workings of government
- has strong literacy and language skills
- is interested in a career in politics, the public service, foreign affairs, law or journalism
- is interested in contributing to lively political discussion!
UNIT 1: PLANNING A BUSINESS

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how they 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. We 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

Our focus is 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. We examine the legal requirements that must be satisfied to establish a business. You 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. We analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

UNIT 3: MANAGING A BUSINESS

We explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. You examine the different types of businesses and their respective objectives. We consider corporate culture, management styles, management skills and the relationship between each of these. We investigate strategies to manage both staff and business operations to meet objectives. You 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. A practical excursion is also undertaken to a local manufacturing business, such as Mars Petcare or Visy.

UNIT 4: TRANSFORMING A BUSINESS

Businesses are under constant pressure to adapt and change to meet their objectives. We consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. We 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. You investigate the importance of leadership in change management. Using a contemporary business case study, you evaluate business practice against theory.

ASSESSMENT

- case study analysis
- short answer questions
- research tasks
- topic tests
- semester exams (Unit 1 and 2)
- end of year external exam (Unit 3 and 4)

WHAT SORT OF STUDENT WOULD LIKE BUSINESS MANAGEMENT?

Someone who:

- wishes to pursue a tertiary course in Commerce, Economics or Accounting
- is more practically minded who may wish to work for a business after leaving school via apprenticeships or a vocational pathway, with the ultimate goal of owning and running their own business

SUGGESTED PRE-REQUISITES

Nil. However Unit 1 and 2 offer useful background knowledge for Unit 3 and 4.
UNIT 1: HAZARDS AND DISASTERS
You will examine hazards and hazard events before engaging in a study of at least two specific hazards at a range of scales. You will study one from at least two different types of hazards, for example, coastal hazards and an alien animal invasion, or floods and oil spills. We will also explore the nature and effectiveness of specific measures such as prediction and warning programs, community preparedness and land use planning, as well as actions taken after hazards become harmful and destructive disasters. We will also investigate the human responses to the hazards selected earlier, with reference to a variety of locations.

WHAT DOES THIS MEAN FOR ME?
You will use the knowledge of the past natural disasters to analyse management plans for future events and investigate the risk and harm to populations in areas of natural disasters.

UNIT 2: TOURISM
In this unit, you will explore different types of tourism and where it is found in the world as well as exploring the environmental, economic and socio-cultural impacts of different types of tourism. We investigate at least one tourism location, using appropriate fieldwork techniques, and another elsewhere in the world. You will evaluate the effectiveness of measures taken to enhance the positive impacts and/or to minimise the negative impacts at these locations.

WHAT DOES THIS MEAN FOR ME?
You will complete fieldwork to consolidate knowledge from class on tourism and investigate the negative and positive impacts of tourism locally and globally.

ASSESSMENT
- research report
- course work
- class tests
- presentation - fieldwork data collection and analysis
- end of semester exam

WHAT SORT OF STUDENT WOULD ENJOY GEOGRAPHY?
Someone who is interested in
- knowing about the world and how humans impact on its physical environment
- conducting fieldwork at a local site and collecting data to then process and present
- careers in agriculture (farming, forestry, fisheries, etc), mining, surveying, horticulture, mapping, environmental management, climatology, and urban planning

SUGGESTED PRE-REQUISITES
Nil. However, Year 10 Geography unit ‘People and Places’ can be useful.
UNIT 1: 1918-1939
We explore the nature of political, social and cultural change in the period between the world wars. We focus on two areas of study, ‘Ideology and Conflict’ and ‘Social and ‘Cultural Change’.

‘Ideology and Conflict’ explores the consequences of the peace treaties that ended World War One, the impact of ideologies on nations (Nazi Germany and the Russian Revolution) and the events that led to World War Two.

‘Social and ‘Cultural Change’ focuses on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. (i.e. the Roaring 20s, the Great Depression, censorship in Nazi Germany, workers’ rights, gender, class, persecution of groups). We explore particular forms of cultural expression from one or more of the following contexts: Germany, Japan, Italy, USSR and/or USA. (i.e. Bauhaus movement, Art Deco, Futurism, Modernism).

WHAT DOES THIS MEAN FOR ME?
You learn about the key social, military and cultural revolutions of the first half of the Twentieth Century. You interpret a range of primary and secondary materials to understand various interpretations of these events.

UNIT 2: 1945-2000
We look at the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the 20th Century. Our two areas of study are outlined below.

‘Competing Ideologies’ focuses on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict.

‘Challenge and Change’ focuses on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups, (i.e. decolonisation in Africa and Asia, campaigns by terrorist groups, civil rights and gender rights campaigns, anti-apartheid movement). We review the causes of significant political and social events and movements, and their consequences for nations and people.

WHAT DOES THIS MEAN FOR ME?
You develop an understanding of the different key movements and crises that have helped shape the modern world and the current events of the Twentieth First Century.

ASSESSMENT
• historical inquiries
• analyses of primary sources
• analyses of historical interpretations
• essays
• end of semester exam

WHAT SORT OF STUDENT WOULD LIKE TWENTIETH CENTURY HISTORY?
Someone who:
• is interested in knowing about the world
• is interested in current affairs, Social Science, History, Politics and Culture
• has strong literacy and language skills, and who likes to analyse different forms of texts
• researching careers in archaeology, anthropology, foreign affairs, politics, writing, the law, journalism, public service, social, cultural and military history and sociology

SUGGESTED PRE-REQUISITES
Nil. Although knowledge and skills from either of the Year 10 History units ‘Conflicts’ would be beneficial.
UNIT 3: RUSSIAN REVOLUTION 1896-1927
We evaluate the role of ideas, leaders, movements and events in the development of the revolution, including the chronology of key events and contributing factors. We also analyse the way in which attempts were made to create a new society, and consider the nature of the society created by the revolution.

WHAT DOES THIS MEAN FOR ME?
You learn about the Tsars of Russia, and the huge divide in wealth between the very poor and the very rich. You investigate the rise of revolutionary ideas like Marxism in Europe. You study a range of wars, the various takeovers of the Russian government and the effect on the Russian people, about the starvation, torture and death experienced at the hands of Lenin and the Cheka, and the changes (or lack thereof) to the people as a result of the Russian Revolution.

UNIT 4: CHINESE REVOLUTION 1912-1971
We cover the same kind of material and areas that we do in your study of the Russian Revolution.

WHAT DOES THIS MEAN FOR ME?
You look at the rise of one of the most powerful nations in the world. From the fall of the last emperor to the takeover of Chinese Communist Party. You study a range of conflicts (including WWII) and explore the events and people that lead to some of the worst catastrophes in human history. Learn about Mao Zedong, a leader who has become known as being responsible for more deaths than any other dictator.

ASSESSMENT
• extended responses
• visual and documentary analyses
• essays
• end of year external exam

WHAT SORT OF STUDENT WOULD LIKE HISTORY | REVOLUTIONS?
Someone who:
• is interested in knowing about the world
• enjoys current affairs, Social Science, History, Politics and Culture
• has strong literacy and language skills, and who likes to analyse different forms of texts
• is researching careers in archaeology, anthropology, foreign affairs, politics, writing, the law, journalism, public service, social, cultural and military history and sociology
• enjoys analysing a range of both written and visual documents and understands how they reflect different views of historical events

SUGGESTED PRE-REQUISITES
Nil. Year 10 History units ‘Conflicts’ would be beneficial.
UNIT 1: GUILT AND LIABILITY
You recognise the distinctions between criminal law and civil law. Both aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person’s or group’s rights and breaching civil law can result in litigation.

WHAT DOES THIS MEAN FOR ME?
You develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria.
We 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. In doing so, we develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

UNIT 2: SANCTIONS, REMEDIES AND RIGHTS
Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

WHAT DOES THIS MEAN FOR ME?
You 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.
We develop an understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. You examine a significant case in relation to the protection of rights in Australia.

ASSESSMENT
• topic tests
• structured assignments
• course work
• end of semester exam

UNIT 3: RIGHTS AND JUSTICE
The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. We examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes.

WHAT DOES THIS MEAN FOR ME?
We consider the Magistrate’s Court, County Court and Supreme Court within the Victorian court hierarchy. We also look at other Victorian legal institutions and bodies available to assist with cases. You explore matters such as 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 ability of sanctions and remedies to achieve their purposes. We investigate the extent to which principles of justice are upheld in the justice system. You discuss recent reforms from the past four years and recommend reforms to enhance the ability of the justice system to achieve the principles of justice.
We apply legal reasoning and information to actual and/or hypothetical scenarios.
UNIT 4: THE PEOPLE AND THE LAW
The study of Australia’s law and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies.

WHAT DOES THIS MEAN FOR ME?
You explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. We develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. You 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. We apply legal reasoning and information to actual scenarios.

ASSESSMENT
• 50% internal school assessed coursework
• 50% external exam of 2 hours duration, comprising short answer and extended response questions

WHAT SORT OF STUDENT WOULD LIKE LEGAL STUDIES?
If you want to know and understand more about how our society operates then you should choose Legal Studies.

It is for someone who is interested in
• understanding concepts of equality and justice
• developing their knowledge of basic legal rights and obligations
• evaluating the processes used in Australia to control activities and change the law
• current affairs, following and understanding significant court cases
• understanding more about how our society operates and enjoys class discussion

OTHER CONSIDERATIONS
Legal Studies is of interest in its own right and enhances learning skills in many areas. It is definitely not just for those seeking a career in law or criminology. It provides opportunity to develop skills and knowledge that can be applied in many aspects of our lives.

There are many courses and occupations that include units based on Legal Studies (commerce, business administration, nursing, computer courses, and the federal or state police forces.)

There are no prerequisites for entry to Unit 1, 2 and 3. You must undertake Unit 3 and 4 as a sequence.
UNIT 1: YOUTH AND FAMILY
We use sociological methodology to explore the social categories of youth and adolescence and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of its composition, how it is reproduced over time and the differences between societies. When sociologists investigate a topic, they attempt to do so with a reflective, critical mindset. Sociologists are guided by theories (or frameworks), to explain and analyse how social action, social processes and social structures work.
WHAT DOES THIS MEAN FOR ME?
You consider the nature of sociological enquiry and the scientific potential of sociology. You learn sociological definitions, stereotypes and categories of youth and family. You learn philosophies and perspectives that make up the wonderful and intriguing world of sociology.

UNIT 2: SOCIAL NORMS: BREAKING THE CODE
We explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as age and socioeconomic status.
WHAT DOES THIS MEAN FOR ME?
You investigate the intriguing world of crime and deviance, how sociology investigates these concepts and the way you can approach research. You discover theories, perspectives and concepts related to crime and deviance.

UNIT 3: CULTURE AND ETHNICITY
This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups. Culture and ethnicity refer to groups connected by shared customs, culture or heritage. We investigate how these classifications can define inequality and opportunity, shape cultural activities and provide a sense of purpose.
WHAT DOES THIS MEAN FOR ME?
You learn about the nature of Indigenous history, culture and life through the sociological perspective of sociological imagination. You consider the historical, contemporary world of Indigenous Australians. You focus on the experiences and laws regarding asylum seekers and ethnic groups in Australia.

UNIT 4: COMMUNITY, SOCIAL MOVEMENTS AND SOCIAL CHANGE
We see the ways sociologists have thought about the idea of community and how the various forms of community are experienced. We examine the relationship between social movements and social change. We examine the changing definitions and experiences of community and the challenges posed by political, social, economic and technological change. We look at a range of theoretical understandings of the concept of community with particular reference to the theories of Tonnies and Castells.
WHAT DOES THIS MEAN FOR ME?
You learn about the social and sociological world of community.

ASSESSMENT
- short answer and extended response tasks on Indigenous culture and ethnicity
- research project on a community of choice
- extended response tasks on two social movements
- end of year external exam

WHAT SORT OF STUDENT WOULD LIKE SOCIOLOGY?
Someone who is interested in current affairs, social science, history, politics and culture.
LANGUAGES

FRENCH
UNIT 1-2: V1LFR
UNIT 3-4: V2LFR

JAPANESE
UNIT 1-2: V1LJA
UNIT 3-4: V2LJA

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UNIT 1 AND 2
You have common areas of study which are based on five areas of learning:
1. three prescribed themes (the individual, the French-speaking communities and the world around us)
2. a variety of text types
3. kinds of writing (personal, informational, imaginative, persuasive and evaluative)
4. vocabulary
5. grammar

UNIT 3 AND 4
You continue to have the five common areas of study, which are based on the same five areas of learning as for Unit 1 and 2.

WHAT DOES THIS MEAN FOR ME?
You use the spoken and written language to communicate with others, to gain understanding and appreciation of the cultures in which French is used, to understand language as a system and to use language for work, further study or personal pursuits.

ASSESSMENT
Assessment is based on the four language skills of speaking, listening, reading and writing.
• mid-year and end of year exams (Unit 1 and 2)
• class assessments based on the outcomes listed in the VCE French Study Design (Unit 1 and 2)
• trial exams (Unit 3 and 4)
• school assessed course work (Unit 3 and 4)
• end of year exam (Unit 3 and 4)

WHAT SORT OF STUDENT WOULD LIKE FRENCH?
Someone who:
• is interested in pursuing a career in journalism, tourism, media or commerce
• enjoys language and learning about different cultures

COMPULSORY PRE-REQUISITES
Year 10 French for Unit 1 and 2
Unit 1 and 2 for Unit 3 and 4
UNIT 1 AND 2
You have common areas of study which are based on five areas of learning:
  1. three prescribed themes (the individual, the Japanese-speaking communities and the world around us)
  2. a variety of text types
  3. kinds of writing (personal, informational, imaginative, persuasive and evaluative)
  4. vocabulary
  5. grammar

UNIT 3 AND 4
You continue to have the five common areas of study, which are based on the same five areas of learning as for Unit 1 and 2. We also complete a detailed study as part of your language studies. You discuss your detailed study in the oral component of the VCE Examination.

WHAT DOES THIS MEAN FOR ME?
You use the spoken and written language to communicate with others, to gain understanding and appreciation of the cultures in which Japanese is used, to understand language as a system and to use language for work, further study or personal pursuits.

ASSESSMENT
Assessment of all units is based on the four language skills of speaking, listening, reading and writing.
  • mid-year and end of year exams (Unit 1 and 2)
  • class assessments based on the outcomes listed in the VCE Japanese Study Design (Unit 1 and 2)
  • trial exams (Unit 3 and 4)
  • school assessed course work (Unit 3 and 4)
  • end of year exam (Unit 3 and 4)

WHAT SORT OF STUDENT WOULD LIKE JAPANESE?
Someone who:
  • is interested in pursuing a career in journalism, tourism, media or commerce
  • enjoys language and learning about different cultures

COMPULSORY PREREQUISITES
Year 10 Japanese for Unit 1 and 2
Unit 1 and 2 for Unit 3 and 4
MATHEMATICS

PATHWAYS

GENERAL MATHEMATICS
UNIT 1-2: V1MGM

FURTHER MATHEMATICS
UNIT 3-4: V2MFМ

MATHEMATICAL METHODS
UNIT 1-2: V1MMM
UNIT 3-4: V2MMM

SPECIALIST MATHEMATICS
UNIT 1-2: V1MSM
UNIT 3-4: VMSM

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Pathways

WHAT DOES THIS MEAN FOR ME?
Most study and career pathways need a sound command of Maths and numeracy. Studies in Mathematics improve your skills in numeracy but also develop skills in:
- problem solving
- critical thinking
- written and oral communication
- reasoning
- enquiry
- teamwork and leadership
- use of technology to represent data and number

OTHER CONSIDERATIONS
Someone considering Specialist Mathematics Unit 3 and 4 in Year 12 should complete both Mathematical Methods Unit 1 and 2 and Specialist Mathematics Unit 1 and 2 in Year 11.

Note: Extension Maths can be selected as an Extra Choice unit Year 9 or 10. VCE students do not have to select a Maths unit.
GENERAL MATHEMATICS

UNIT 1 AND 2
This unit would benefit a broad range of students. You learn statistics, linear modelling, linear graphs, matrices, recursion and financial modelling.

WHAT SORT OF STUDENT WOULD LIKE GENERAL MATHEMATICS?
Someone who would like to continue with Mathematics with the option of studying Further Mathematics in Year 12. It is suitable for those students who require a maths unit for tertiary study but not to the level of Mathematical Methods. It is also apt for someone not looking to go on to tertiary education, but may require Mathematics at Year 11 level to undertake a particular pathway.

ASSESSMENT
• topic tests
• assignments
• modelling/problem solving tasks
• homework tasks
• end of semester exam

PRE-REQUISITES
Year 10 Pre-General General or Year 10 Pre-Methods.

OTHER CONSIDERATIONS
You need to enjoy Mathematics, in particular the non-algebraic type of mathematics (i.e. Data and Statistics, Geometry and Trigonometry.)
You must have a Ti-nspire CAS calculator. It is used extensively throughout the unit.
UNIT 3 AND 4
We complete the core section of the unit. This includes the study of univariate data, bivariate data, recursion and financial modelling and time series.
During the rest of the year you complete two of six optional units offered.
These units are
• networks (directed and undirected graphs, shortest path, critical path analysis and job allocation)
• matrices (matrix representation of discrete data, matrix arithmetic, solution of simultaneous linear equations for the analysis of problems in practical situations and the calculation of steady state)
The CAS calculator is an essential tool throughout the year, particularly in the core section of the course.

WHAT DOES THIS MEAN FOR ME?
Further Mathematics is not the ‘easy option’.
You need to apply yourself and complete all set tasks. You apply your skills with the aid of a CAS calculator. You compile a Rules book which is used in both end of year exams.

ASSESSMENT
• course work
• two modelling or problem solving tasks
• one application SAC
• two end of year exams. Exam 1 is multiple choice and Exam 2 is short answer. Calculators and Rules books are allowed in each exam

WHAT SORT OF STUDENT WOULD LIKE FURTHER MATHEMATICS?
Someone who is interested in Maths and who wishes to undertake further study which may have a Mathematics pre-requisite. Many university courses use the data analysis concepts.
Suitable for someone who is not interested in Algebra.

PRE-REQUISITES
Year 11 General Mathematics or Mathematical Methods.
UNIT 1 AND 2
Mathematical Methods Unit 1 and 2 is designed as preparation for Mathematical Methods Unit 3 and 4. You begin the year with formal study of a variety of functions including; Linear, Quadratics, Cubics, Quartics, Logarithms and Exponentials. The definitions, algebra and graphical representation of these are studied. Second semester is devoted to Circular Functions, Rates of Change, Calculus, Probability and Statistics. You need to have a Ti-nspire CAS calculator to facilitate their learning and help solve problems.

WHAT SORT OF STUDENT WOULD LIKE MATHEMTICAL METHODS UNIT 1 AND 2?
Someone who has a strong interest in Mathematics and enjoy the challenge that an analysis question can provide. To successfully complete Methods Unit 1 and 2 you must be competent at maths, enjoy maths and have a good work ethic. The typical Methods Unit 1 and 2 student completes three to four hours per week of Methods homework.

ASSESSMENT
- topic tests
- application tasks
- modelling tasks
- technology inclusive exam
- technology exclusive exam

PRE-REQUISITES
Completion of Pre-Methods or equivalent with a very good understanding of the topics studied. It is not recommended for Year 9 students to accelerate into Methods 1 and 2 unless a formal discussion has taken place with the Mathematics Coach, Steven Ramage.

UNIT 3 AND 4
This unit involves the study of Functions and Graphs, Algebra, Calculus, Probability and Statistics. You apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of the Ti-nspire calculator, as applicable. The appropriate use of the Ti-nspire calculator to support and develop the teaching and learning of Mathematics is incorporated throughout the unit. You apply your skills in application problems to model real life situations.

WHAT SORT OF STUDENT WOULD LIKE MATHEMTICAL METHODS UNIT 3 AND 4?
Someone who enjoy Maths and will subsequently study or work in areas where having these skills will be an advantage. Someone who has a strong interest in Maths and wishes to undertake further study in it and related disciplines. Mathematical Methods can lead students into engineering, sciences, economics, commerce and business. It must not be viewed as merely another prerequisite for university entrance.

It is designed to promote awareness of the importance of Mathematics in everyday life in a technological society and to promote confidence in making effective use of mathematical ideas, techniques and processes.

ASSESSMENT
- coursework
- one technology inclusive exam
- one technology exclusive exam
- one application task of 4-6 hours over 1-2 weeks (Unit 3)
- three modelling / problem solving tasks, each to be 2-3 hours over 1 week (Unit 4)

PRE-REQUISITES
Mathematical Methods Unit 1 and 2, or its equivalent.
UNIT 1 AND 2
This unit is also the suggested pre-requisite for the study of Specialist Mathematics Unit 3 and 4.
This uni provides an excellent preparation for Mathematical Methods Unit 3 and 4, particularly for those students who feel they will benefit from an extra year of study before proceeding to the next level of Mathematics. You need to have a CAS Ti-nspire calculator to facilitate learning and help to solve problems.

WHAT DOES THIS MEAN FOR ME?
You study a wide range of mathematical units including Algebra, Number Theory, Kinematics, Statistics, Dynamics and Calculus, Trigonometry, Complex Numbers, Graphs of Linear and Non-Linear Functions and Discrete Mathematics.

WHAT SORT OF STUDENT WOULD LIKE SPECIALIST MATHEMATICS UNIT 1 AND 2?
Someone who really loves Mathematics, especially Algebra. Some will undertake this as a second Maths. You need to be organised. This unit requires you to apply yourself consistently and complete all set tasks. Mathematics homework is required after each lesson. It is essential that you keep up to date with the set work.

This unit is very beneficial to the study of Mathematical Methods when studied concurrently with Methods Unit 1 and 2 or Methods Unit 3 and 4.

ASSESSMENT (EACH SEMESTER)
- topic tests
- assignments
- completion of chapter exercises
- technology inclusive exam
- technology exclusive exam

SUGGESTED PRE-REQUISITES
Year 10 Pre-Methods and or Year 11 Mathematical Methods Unit 1-2.
UNIT 3 AND 4
This unit involves many different areas of Mathematics including some familiar ones such as Geometry, Algebra, Trigonometry, Coordinate Geometry, Statistics and Calculus and some unfamiliar ones such as Complex Numbers. Specialist Mathematics also includes some applied areas of Mathematics such as vectors in two and three dimensions, kinematics and mechanics.

WHAT DOES THIS MEAN FOR ME?
You are expected to be able to apply mathematical techniques and processes to the following areas
- rational, real and complex arithmetic, algebraic manipulation
- diagrams and geometric constructions
- equation solving
- graph sketching
- differentiation and integration
You need to apply these mathematical skills both with and without the use of technology.
You also apply your “by hand” skills and use technology to solve problems in routine and unfamiliar contexts.

ASSESSMENT
- course work
- modelling or problem solving task SACS
- one application SAC
- technology inclusive exam
- technology exclusive exam

WHAT SORT OF STUDENT WOULD LIKE SPECIALIST MATHEMATICS UNIT 3 AND 4?
Someone who has a strong interest in Maths and who wishes to undertake further study in it and related disciplines. Those considering careers in engineering should consider Specialist Mathematics even though it is not an essential pre-requisite for many universities.

SUGGESTED PRE-REQUISITES
You need to have completed, or be concurrently studying, Mathematical Methods Unit 3 and 4. Those wishing to undertake Specialist Mathematics should complete Specialist Mathematics Unit 1 and 2 in Year 11. However, it is not essential.
PE & HEALTH

HEALTH & HUMAN DEVELOPMENT
UNIT 1-2: V1PHD
UNIT 3-4: V2PHD

OUTDOOR & ENVIRONMENTAL STUDIES
UNIT 1-2: V1POE
UNIT 3-4: V2POE

PHYSICAL EDUCATION
UNIT 1-2: V1PPE
UNIT 3-4: V2PPE

PAUL ANDREWS
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UNIT 1: UNDERSTANDING HEALTH AND WELLBEING
You consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and priorities relating to health and wellbeing. We look at measurable indicators of population health, and at data reflecting the health status of Australians. You investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating.
There is a focus on the health and wellbeing of Australia’s youth, and conduct independent research into a selected area of interest. You identify major health inequalities among Australia’s youth and reflect on the causes.

WHAT DOES THIS MEAN FOR ME?
You explain multiple dimensions of health and wellbeing used to evaluate the variations in health status of youth and identify key areas for improving youth health and wellbeing. You apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.

UNIT 2: MANAGING HEALTH AND DEVELOPMENT
We investigate transitions in health and wellbeing, and development, from lifespan and societal perspectives. We 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. You enquire into the Australian healthcare system and extend their capacity to access and analyse health information. Our class considers 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.

WHAT DOES THIS MEAN FOR ME?
You explain developmental changes in the transition from youth to adulthood. You describe how to access Australia’s health system and how it promotes health and wellbeing in their local community.

UNIT 3: AUSTRALIA’S HEALTH IN A GLOBALISED WORLD
We explore health and wellbeing and illness as complex, dynamic and subjective concepts. While the major focus is on the health of Australians, it is not isolated from the rest of the world. You inquire into the World Health Organisation’s (WHO’s) prerequisites for health and wellbeing and reflect on both the universality of public health goals and the increasing influence of global conditions on Australians. Our class understands the indicators used to measure and evaluate health status, and the factors that contribute to variations between population groups in Australia.
We examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion and the general transition of focus from the health and wellbeing of individuals to that of populations. You investigate the Australian health system and its role in promoting health and wellbeing.

WHAT DOES THIS MEAN FOR ME?
You should be able to explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia’s health status data and analyse variations in health status. You explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.
UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

Our class looks at similarities and differences in major burdens of disease in low-middle-and high income countries, including Australia. We investigate a range of factors that contribute to health inequalities and study the concepts of sustainability, human development and the Human Development Index to further their understanding of health in a global context. You consider the global reach of product marketing and inquire into the effects of particular global trends on health and wellbeing.

We look at the rationale, objectives and interdependencies of the UN’s Sustainable Development Goals, focusing on their promotion of health and wellbeing and human development. You investigate the priorities and work of the WHO and evaluate Australia’s aid program and the role of non-government organisations, selecting one aid program for detailed research and analysis.

WHAT DOES THIS MEAN FOR ME?

You analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing. You review the relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

ASSESSMENT

• course work
• research assignments (Unit 1 and 2)
• outcome tests
• end of semester exam

WHAT SORT OF STUDENT WOULD LIKE HEALTH AND HUMAN DEVELOPMENT?

Someone who:
• has an interest in how humans change over their lifespan and wants to explore the varying factors that influence our health and development and that of different people
• wants to learn more about what is being done globally to improve the health of the human race
• is interested in health promotion and world issues

SUGGESTED PRE-REQUISITES

Nil.
However, completing any Year 10 Health/PE unit can be useful.
UNIT 1: EXPLORING OUTDOOR EXPERIENCES
Our class examines some of the ways in which humans understand and relate to nature through experiences. We focus on individuals and their personal responses to, and experiences of, the outdoors. You develop practical skills and knowledge to help them live sustainably. There is a variety of learning experiences aimed at allowing you to learn in the field as well as the classroom.
Two multi-day field trips are planned.

UNIT 2: DISCOVERING OUTDOOR ENVIRONMENTS
We study nature’s impact on humans, as well as the ecological, social and economic implications of human impact. You develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. We examine a number of case studies, including areas where there is evidence of human intervention. You develop the practical skills required to minimise human impact on outdoor environments.
Learning experiences in include gaining first hand experience of a number of different local ecosystems.
One multi-day trip and a number of single day or part day trips are planned.

UNIT 3: RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS
Our focus is the ecological, historical and social contexts of relationships between humans and the outdoors in Australia. Case studies of impacts are examined in the context of the changing nature of human relationships with outdoor environments in Australia. We also examine the dynamic nature of relationships between humans and their environment.
You are involved in one or more experiences in outdoor environments, including areas where there is evidence of human interaction. Through these practical experiences you have the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills.
Field trips include a three day experience through the local region examining effects of different population groups on the environment.
Field trips are vital components of the unit as they are directly related to SAC tasks.
UNIT 4: SUSTAINABLE OUTDOOR RELATIONSHIPS
We explore the sustainable use and management of outdoor environments. You examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of the outdoors to support the future needs of the Australian population.

Classroom learning and a field trip focus on current practices and sustainable use by all user groups. The role of society in developing sustainable use practices and processes to regulate use of outdoor environments is studied.

There is one field trip.

ASSESSMENT
- course work
- research assignments
- field trip reports and journals
- outcome tests and SACs
- end of semester exam

WHAT SORT OF STUDENT WOULD LIKE OUTDOOR AND ENVIRONMENTAL STUDIES?
Someone who:
- is interested in outdoor activities
- has a desire to learn from practical experiences
- has an awareness of environmental issues
- likes to contribute to improvements in the outdoor environments we visit
- can work independently and use information from a number of sources to complete learning tasks

SUGGESTED PRE-REQUISITES
Nil.
However, students are strongly encouraged to have completed Outdoor Education in Year 10.

OTHER CONSIDERATIONS
A levy applies to offset some of the cost of the field trips. The levy for 2020 is set at the end of 2019.
UNIT 1: THE HUMAN BODY IN MOTION

We explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. You investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. Using a contemporary approach, we evaluate the social, cultural and environmental influences on movement. We consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. You also recommend and implement strategies to minimise the risk of illness or injury to each system.

WHAT DOES THIS MEAN FOR ME?
You participate in a variety of practical activities to explain how the musculoskeletal, respiratory & cardiovascular system functions works. You evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.

UNIT 2: PHYSICAL ACTIVITY, SPORT AND SOCIETY

We develop your understanding of physical activity, sport and society from a participatory perspective. You are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives in different population groups. We collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. You investigate individual and population-based consequences of physical inactivity and sedentary behaviour. We study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

WHAT DOES THIS MEAN FOR ME?
You collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour. You apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.
UNIT 3: MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY

We introduce you to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. You use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. We investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. You explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

WHAT DOES THIS MEAN FOR ME?

You collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles. You use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

UNIT 4: TRAINING TO IMPROVE PERFORMANCE

We analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. We consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. You participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

WHAT DOES THIS MEAN FOR ME?

You use data from an activity analysis and determine the fitness requirements of a selected physical activity. You participate in a series of fitness tests and design a suitable training program using relevant training principles and methods from a practical and theoretical perspective.

ASSESSMENT

- course work
- research assignments (Unit 1 and 2)
- outcome tests and SACs (Unit 3 and 4)
- end of semester exam

WHAT SORT OF STUDENT WOULD LIKE PHYSICAL EDUCATION?

Someone who:
- is active and enjoys physical activity
- wants to learn about the body systems
- has an interest in factors that influence physical activity
- wishes to develop and undertake a training program

SUGGESTED PRE-REQUISITES

Nil. However, Year 10 Health/PE unit Health & Human Development, Human Movement & Performance or Physical Education (Boys or Girls) can be useful.
RELIGIOUS EDUCATION

YEAR 11
RELCION & SOCIEITY
UNIT 1-2: V1RRE

TEXTS & TRADITIONS
UNIT 1-2: V1RTT

YOUTH MINISTRY & SPIRITUALITY
V1RYM

YEAR 12
RELCION & SOCIEITY
UNIT 3-4: V2RRS

TEXTS & TRADITION
UNIT 3-4: V2RTT

STEVEN DEMAMIEL
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RELIGIOUS EDUCATION FOR YEAR 11-12

One of our graduate outcomes is to ‘live life in Jesus’.

In Year 11 you have three options for Religious Education. You must choose one option. Of the three, Youth Ministry and Spirituality requires an application and interview.

RE is not a compulsory unit in Year 12. However, you can continue your studies by choosing either of two units: Religion and Society (Unit 3 and 4) or Texts and Traditions (Unit 3 and 4).

YEAR 11
RELIGION & SOCIETY

UNIT 1: RELIGION IN SOCIETY
We explore the origins of religion, identifying the nature and purpose of religion past and present. We investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity. Our class examines how religious traditions are affected and changed by individuals and groups. We strive to understand the often-complex relationships that exist between individuals, groups, religious traditions and the society in which they live.

ASSESSMENT
- research assignments
- oral presentations
- class discussions
- end of unit exam

UNIT 2: ETHICS
We reflect on what is ‘right’ and ‘wrong’ and ‘good’ and ‘bad’ when applied to human decision-making. We examine personal decision-making practices and how some of the major religious traditions of our world have sought to recommend and develop the ethical lives of people. We complete in-depth studies into numerous ethical issues and analyse the various perspectives that people have on these issues.

ASSESSMENT
- written reports
- topic tests
- oral presentations
- analytical essay
- class discussion
- end of unit exam

WHAT SORT OF STUDENT WOULD LIKE RELIGION AND SOCIETY?
Someone who is interested in understanding how beliefs express meaning in life for individuals and communities. It is a great way to explore many of the ‘big life questions’ as well as key people and events that have shaped religious belief systems throughout the world.
UNIT 1: TEXTS IN TRADITIONS
We examine the place of texts and their literary forms within a religious tradition.

Story-telling is one of the major literary forms in religious traditions; other forms include law, prophecy, sacred songs, reflection and instruction. We explore the importance of texts at the source of a tradition and how we might find and describe their meaning for the earlier and continuing tradition.

The discovery of meaning in a religious text is known as exegesis. Our class introduces you to basic methods of exegesis to bring about a deeper awareness of the meaning of texts to the religious tradition. We also explore how texts have been used by people both within and beyond the religious tradition as a means of bringing meaning to the text, or using the text to bring meaning to issues or ideas in a new cultural setting.

UNIT 2: TEXTS IN SOCIETY
Texts are studied as a means of investigating themes such as justice, racism and gender roles.

Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions. Some texts may justify or support existing social, religious and political institutions.

We consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them, and the kinds of authority attributed to them by traditions. You also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them.

ASSESSMENT
- textual commentaries
- oral presentations
- exegetical exercises
- end of unit exam

WHAT SORT OF STUDENT WOULD LIKE TEXTS AND TRADITIONS?
This is somewhat like Literature, and is based on the study of a Gospel as well as the sacred texts from a variety of religious traditions. It is a fantastic unit that would suit someone who is interested in learning about the background to texts.

Students gain lots of skills and great preparation for other literature-based studies.
Do you want to explore your faith in a more challenging way? Are you ready to be challenged and empowered in leadership roles in Youth Ministry?

1. growing in faith
2. developing leadership skills
3. working as a community and
4. serving others

WHAT DOES THIS MEAN FOR ME?

This unit is not for everyone. We build upon Year 10 Youth Ministry and Leadership. This unit is offered as a challenging but rewarding option if students choose it with the right motivations. It links into the National CSYMA program (Catholic Schools Youth Ministry Australia). You can find out more about the nature and purpose of the unit on the following website www.csyma.com. We provide a dynamic opportunity for you to engage with their culture and church.

You are trained and equipped with a vision and skills for Youth Ministry, demonstrated and developed by roles in leading school and parish liturgies, faith development activities, including seminars for junior students.

It is therefore very important that students select the unit for all that it offers – not parts of it.

You need to:

• be actively involved or willing to be involved in programs (i.e. Friday Nite Youth, REMAR or your own church)

• attend one large youth ministry event (i.e. Stronger, CSYMA Youth Ministry Conferences or similar)

ASSESSMENT

• class assignments
• oral presentations
• planning and leading Youth Ministry seminars / retreats for junior students
• end of semester exam

WHAT SORT OF STUDENT WOULD LIKE YOUTH MINISTRY AND SPIRITUALITY?

Someone who is:

• willing to explore their faith, develop in leadership and work with others in their class in a more active manner
• prepared to run junior seminars, camps, and roles in school and parish youth events like ‘Stronger’ rallies and Friday Nite Youth
• prepared to ‘put in’ for this challenging but very rewarding option!

PRE-REQUISITES

Complete two additional key steps

1. submit an application form by Tuesday 13 August to Carmel O’Brien in the Mercy Centre
2. be prepared to attend an interview
YEAR 12
RELIGION & SOCIETY

UNIT 3: THE SEARCH FOR MEANING
We examine how beliefs express meaning in the life of individuals and communities. Ideas about the nature of ultimate reality, creation, human life, relationships and questions about suffering, awe and death are explored.
This is put in context with the Christian and Hindu tradition. How these beliefs are expressed through time in order to generate meaning and guide the actions of believers are then analysed. The connections between beliefs and significant life experiences are examined through an exploration of the faith and life of C.S. Lewis as he struggled to reconcile his belief in God with the existence of suffering.

ASSESSMENT
- structured questions
- essay
- case studies

UNIT 4: CHALLENGE AND RESPONSE
We focus on change and development in beliefs as a response to both historical and contemporary challenges from within the Catholic tradition and from wider society.
An overview of the many challenges that all religious traditions encounter are studied together with their ways of responding to them. The effectiveness of these responses and their impact on the tradition and secular society are evaluated.
Key people and events in the history of the Christian tradition will be studied in depth with particular emphasis on Luther and his challenge to salvation theology.

ASSESSMENT
- written reports
- topic tests
- oral presentations
- an analytical essay
- class discussion
- end of year exam

WHAT SORT OF STUDENT WOULD LIKE RELIGION AND SOCIETY?
Someone who is interested in understanding how beliefs express meaning in life for individuals and communities. It is a great way to explore many of the ‘big life questions’ as well as key people and events that have shaped our Christian history.
UNIT 3: TEXTS AND THE EARLY TRADITION
We look at the context in which the Gospels were written: the political, social, cultural and religious world in which the authors of the Gospels found themselves living and how this might have impacted on what they wrote in the Gospels. Specifically, we explore the Gospel attributed to Luke and examine who this Luke might be, what audience he was writing for and the literary techniques that he used to convey his message. We also learn the skills of exegesis and begin a detailed study of key passages of the Gospel of Luke.

UNIT 4: TEXTS AND THEIR TEACHINGS
We continue our in-depth exploration of the Gospel of Luke, specifically focusing on some of the key themes that are developed by the author, such as hospitality, salvation for all and fulfillment of the messianic prophecy. The skills of exegesis will be further developed as well as an in-depth study into one key teaching from the Gospel in terms of how it has been developed throughout history.

ASSESSMENT
• short-answer topic tests
• essay
• class discussion
• exegesis

WHAT SORT OF STUDENT WOULD LIKE TEXTS AND TRADITIONS?
Students who have good English skills and like analysing texts should enjoy this unit. This unit is somewhat like Literature – and based on the study of Luke’s Gospel. It is a fantastic unit that would suit someone interested in learning about the background to texts.
You gain lots of skills and great preparation for other literature-based studies.
SCIENCE

BIOLOGY
UNIT 1-2: V1SBI
UNIT 3-4: V2SBI

CHEMISTRY
UNIT 1-2: V1SCH
UNIT 3-4: V2SCH

PHYSICS
UNIT 1-2: V1SPH
UNIT 3-4: V2SPH

PSYCHOLOGY
UNIT 1-2: V1SPS
UNIT 3-4: V2SPS

ANDREW MCKENZIE-MCHARG
SCIENCE COACH
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UNIT 1: HOW DO LIVING THINGS STAY ALIVE?

- How do organisms function?
- How do living systems sustain life?
- Practical investigation

You are introduced to some of the challenges to an organism in sustaining life. We examine the cell as the functional unit of life. You study how single celled and multicellular organisms function. We analyse types of adaptations that enhance the organism’s survival in a particular environment. You investigate ecosystems by exploring how living things interact with other living things as well as with non-living resources of their environment.

UNIT 2: HOW IS CONTINUITY OF LIFE MAINTAINED?

- How does reproduction maintain the continuity of life?
- How is inheritance explained?
- Investigation of an issue

We focus on cell reproduction and the transmission of biological information from generation to generation. You explore the mechanisms of asexual and sexual reproductive strategies. We use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

We consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context, the uses of genetic screening and its social and ethical issues are examined.

ASSESSMENT:

- course work
- topic tests
- practical Investigations (Unit 1)
- investigation of an issue (Unit 2)
- end of semester exam

SUGGESTED PRE-REQUISITES

Year 10 units Applied Science, Biomedical Science, Our Living World (and Beyond) or Our Physical and Material World.
UNIT 3: HOW DO CELLS MAINTAIN LIFE?
• How do cellular processes work?
• How do cells communicate?

We investigate the workings of the cell from several perspectives. You consider the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the immune response.

You explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations.

UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES OVER TIME?
• How are species related?
• How do humans impact on biological processes?
• Practical investigation

We look at the continual change and challenges to which life on earth has been subjected. You examine change in life over time using a variety of evidence.

We examine the structural trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of DNA manipulation and gene technology are also explored.

ASSESSMENT
• course work
• topic tests
• SACs
• practical investigations
• extended practical investigation
• end of semester exam

WHAT SORT OF STUDENT WOULD LIKE BIOLOGY?
Someone who:
• has an interest in the workings of the human body
• wants a better understanding of where life came from and why it will certainly change in the future
• is interested in studying health and/or medical sciences or any other aspect of the natural world

SUGGESTED PRE-REQUISITES
Year 10 units Applied Science, Biomedical Science, Our Living World (and Beyond) or Our Physical and Material World.
Biology Unit 1 and 2.
UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

- How can knowledge of elements explain the properties of matter?
- How can the versatility of non-metals be explained?
- Research investigation

We investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using your knowledge of elements and atomic structure you explore and explain the relationships between properties, structure and bonding forces within and between particles. You apply your knowledge during practical investigations to determine such information as the relative masses of elements and the composition of substances.

UNIT 2: WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?

- How do substances interact with water?
- How are substances in water measured and analysed?
- Practical investigation

Water is the most widely used solvent on earth. We will explore the physical and chemical properties of water by investigating solubility, concentration and pH. Important reactions such as precipitation, acid-base and redox will be explored in depth. You will apply a range of practical skills to determine concentrations of chemical contaminants and explain observations and data from experiments.

ASSESSMENT

- course work
- practical activities
- topic tests
- research investigation (Unit 1)
- practical investigation (Unit 2)
- end of semester exam

SUGGESTED PRE-REQUISITES

Nil.

However, any of the following Year 10 units are suggested: Applied Science, Biomedical Science, Our Living World (and Beyond) or Our Physical and Material World.
UNIT 3: HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?

- What are the options for energy production?
- How can the yield of a chemical product be optimised?

We compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. You investigate the combustion of fuels.

We analyse manufacturing processes with reference to factors that influence their reaction rates and extent.

You use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

UNIT 4: HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?

- How can the diversity of carbon compounds be explained and categorised?
- What is the chemistry of food?

We study the ways in which organic structures are represented and named. You process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures.

We investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context, the role of enzymes and coenzymes in facilitating chemical reactions is explored. You use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

ASSESSMENT

- school assessed coursework (SACs)
- extended practical investigation
- end of year external exam

WHAT SORT OF STUDENT WOULD LIKE CHEMISTRY?

Someone who:

- has an interest in science
- wishes to find out more about how chemistry affects the way we live
- wishes to develop their knowledge in how we interact with the environment

PRE-REQUISITES

Nil. However, Chemistry Unit 1 and 2 are recommended.
UNIT 1: WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?

- How can thermal effects be explained?
- How do electric circuits work?
- What is matter and how is it formed?

We explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. You consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

We examine the motion of electrons and explain how it can be manipulated and utilised. You 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?

- How can motion be described and explained?
- Options: Twelve options are available for selection in ‘area of study’ 2. You choose one of the available options that relate to either astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science

- Practical investigation

We investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. You design and conduct your own experiments and, by using your own data and observations, draw conclusions to describe and explain motion.

ASSESSMENT

- course work
- topic tests
- assignments
- practical investigation (Unit 2)
- end of semester exam

SUGGESTED PRE-REQUISITES

Year 10 units  Applied Science, Biomedical Science, Our Living World (and Beyond) or Our Physical and Material World.
UNIT 3: HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

- How do things move without contact?
- How are fields used to move electrical energy?
- How fast can things go?

We explore the importance of energy in explaining and describing the physical world. We examine the production of electricity and its delivery to homes. You explore the interactions, effects and applications of gravitational, electric and magnetic fields.

We 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. You consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. You design and undertake investigations involving at least two continuous independent variables.

UNIT 4: HOW CAN TWO CONTRADICTORY MODELS EXPLAIN BOTH LIGHT AND MATTER?

- How can waves explain the behaviour of light?
- How are light and matter similar?
- Practical investigation

We explore the use of wave and particle theories to model the properties of light and matter. We examine how the concept of the wave is used to explain the nature of light. You 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.

ASSESSMENT

- course work
- extended practical investigation
- summary report of selected practical work
- eata analysis
- unit tests
- end of year exam

WHAT SORT OF STUDENT WOULD LIKE PHYSICS?

Someone who:

- enjoys understanding theories and applying these to different situations
- has an interest in understanding how things work, from the creation of rainbows and how the eye works to the electricity that is provided to our homes
- wishes to understand the very nature of all matter of the universe
- has a good grasp of Maths
PSYCHOLOGY

UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

• How does the brain function?
• What influences psychological development?
• Student-directed research investigation

We investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. We consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

You examine 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?

• What influences a person’s perception of the world?
• How are people influenced to behave in particular ways?
• Student-directed practical investigation

We investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. We evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others.

You explore a variety of factors and contexts that can influence the behaviour of an individual and groups.

ASSESSMENT

• course work
• topic tests
• student-directed research investigation (Unit 1)
• student-directed practical investigation (Unit 2)
• end of semester exam
UNIT 3: THE CONSCIOUS SELF
We focus on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. You study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness including sleep. We consider the function of the nervous system in memory and investigate the ways in which information is processed, stored and utilised. You apply different theories of memory and forgetting to their everyday learning experiences. We also explore consciousness, behaviour, the human brain and memory.

UNIT 4: BRAIN, BEHAVIOUR AND EXPERIENCE
We focus on the interrelationship between learning, the brain and its response to experiences, and behaviour. This includes an understanding of the mechanisms of learning and the cognitive processes that affect readiness for learning. You build on your conceptual understanding of learning to consider it as one of several important facets involved in a bio psychosocial approach to the analysis of mental health and illness. We consider different concepts of normality, and learn to differentiate between normal responses and mental disorders. You analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings.

ASSESSMENT
- course work
- topic tests
- end of year exam

WHAT SORT OF STUDENT WOULD LIKE PSYCHOLOGY?
Someone who is interested in
- human behaviour, the way we think, learn, and relate and how we become the ‘person’ we are
- studying areas of health, health science, or health promotion
- using scientific method to establish what we know about human behaviour

SUGGESTED PRE-REQUISITES
Nil.
However, Year 10 Intro to Psychology and Psychology Unit 1 and 2 are suggested for Unit 3 and 4.
TECHNOLOGY

FOOD STUDIES
UNIT 1-2: V1TFS
UNIT 3-4: V2TFS

PRODUCT DESIGN & TECHNOLOGY
UNIT 1-2: V1TPD
UNIT 3-4: V2TPD

PRODUCT DESIGN & TECHNOLOGY | TEXTILES
UNIT 1-2: V1TTX

SYSTEMS ENGINEERING
UNIT 1-2: V1TSE
UNIT 3-4: V2TSE

DEEANE CORDY
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UNIT 1: FOOD ORIGINS
We look at the main factors that develop a global food supply and demonstrate adaptations of selected food from earlier cuisines through practical activities. You use indigenous ingredients and consider some of the changes in Australian food industries and cultures.

ASSESSMENT
- written and practical assessment tasks including comparative taste testing analysis

UNIT 2: FOOD MAKERS
We discuss ways to ensure a safe food supply to Australians, use design briefs to design and create a food product that has been adapted from a small-scale kitchen to a commercial context.

ASSESSMENT
- written and practical assessment tasks including a practical food solution
- end of semester exam

UNIT 3: FOOD IN DAILY LIFE
The science of food: our physical needs, how food nourishes and sometimes harms our bodies. We look at intolerances, allergies, food contamination and use of food selection models. You study influences on food choice: how communities, families and individuals change their eating patterns. You will use practical skills to create healthy meals for families and understand properties of food.

ASSESSMENT
- school assessed coursework (2): practical work and other tasks
- Unit 3 work contributes to end of year exam

UNIT 4: FOOD ISSUES CHALLENGES AND FUTURES
We debate global and Australian food systems relating to 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. You become consumers who make discerning food choices. We identify fads, trends and diets. You interpret food labels and marketing terms used on food packaging.

ASSESSMENT
- 2 x practical activities and completion of records regarding sustainable and/or ethical food choices as well as healthy food choices
- written activity related to environment structured questions
- end of year exam (Unit 3 and 4)

School assessed coursework for Unit 3 and 4, each unit contributes 30 per cent = 60% plus exam = 40%.

WHAT SORT OF STUDENT WOULD LIKE FOOD STUDIES?
Someone who is interested in foods, analysing what happens during cooking and using a variety of preparation methods. Also sustainable and ethical food issues, healthy eating and meal creation as well as nutrition.

SUGGESTED PRE-REQUISITES
Food Technology units Foods from around the World and Cooking for Crowds and/or participation in food preparation in the home/workplace are suggested, not essential.

OTHER CONSIDERATIONS
This unit has a wide theoretical base and therefore makes up around 50% - 60% of total class time. The other 40-50% is practical based (testing and tasting foods and/or producing recipes).
UNIT 1: SUSTAINABLE PRODUCT REDEVELOPMENT
Our class designs and plans the redevelopment of a product with the intention of developing a different product with consideration of sustainability issues. We select and apply materials, tools, equipment and processes to make a redeveloped product, and compare this with the original product.

ASSESSMENT
- a design folio
- a finished product, with records of production and modifications

UNIT 2: COLLABORATIVE DESIGN
We design and plan a product or range of products collaboratively in response to a design brief. You justify, manage and use appropriate production processes to make a product safely and evaluate individually and as a member of a team, the processes and materials used and the suitability of a product or components of a group product/s against the design brief.

ASSESSMENT
- a design folio
- a finished product, with records of production and modifications

UNIT 3: APPLYING THE PRODUCT DESIGN PROCESS
Our class investigates and defines a design problem, and discusses how the design process leads to product design development. We explain and analyse influences on the design, development and manufacture of products within industrial settings. You document the product design process used to meet the needs of an end-user/s, and commence production of the designed product.

ASSESSMENT
- a structured, annotated design brief, evaluation criteria
- a design folio
- a completed product accompanied by a record of production progress and documentation of modifications

UNIT 4: PRODUCT DEVELOPMENT AND EVALUATION
We compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques. You apply production skills and processes safely to make the product designed in Unit 3. You manage time and resources effectively and efficiently. We evaluate the finished product through testing and feedback against criteria, create end-user/s’ instructions or care labels and recommend improvements to future products.

ASSESSMENT
- completion of a functional product that conforms to standards of quality indicated in the design brief
- written report and product evaluation
- end-user/s instructions

WHAT SORT OF STUDENT WOULD LIKE PRODUCT DESIGN AND TECHNOLOGY?
Someone who:
- is interested in designing and making products
- likes working with wood and metals
- would like to follow a building, engineering or designing career
- would like to pursue tertiary qualifications in building, engineering or designing careers

SUGGESTED PRE-REQUISITES
Any Materials Technology unit in Timber or Metal.
UNIT 1: SUSTAINABLE PRODUCT REDEVELOPMENT
You design and plan the redevelopment of an existing product taking into consideration sustainability issues and the intention of making it more functional. You select and apply materials, tools, equipment and processes to make a redeveloped product, and compare this with the existing product.

WHAT DOES THIS MEAN FOR ME?
You chose a product such as a garment to redesign for a specific purpose.

ASSESSMENT
• develop a folio showing evidence of the design process, selection and safe use of tools and machines and the risk assessment associated with the tools and machines

UNIT 2: COLLABORATIVE DESIGN
We work collaboratively to design and plan a functional product in response to a design brief. You justify, manage and use appropriate production processes to make a product safely and evaluate the processes and materials used including the suitability of the product.

WHAT DOES THIS MEAN FOR ME?
Each student, in a team or individually, produces one of the products based on their theme.

ASSESSMENT
• show evidence of contribution to the design and development of a group folio and product

WHAT SORT OF STUDENT WOULD LIKE PRODUCT DESIGN AND TECHNOLOGY TEXTILES?
Someone who is interested in design, fashion and textiles.

SUGGESTED PRE-REQUISITES
Nil.
However, any Fibre Technology unit will be beneficial.

OTHER CONSIDERATIONS
Purchase of materials as required.
UNIT 1: MECHANICAL ENGINEERING FUNDAMENTALS
This unit focuses on mechanical engineering fundamentals as the basis of understanding the underlying principles and the building blocks that operate in the simplest to more complex mechanical devices.

WHAT DOES THIS MEAN FOR ME?
We study fundamental mechanical engineering principles, the motions performed, the elementary applied physics, and the mathematical calculations that can be applied in order to define and explain the physical characteristics. You apply knowledge and construct functional systems. Through applied research, you explore how these systems use or convert the energy supplied to them, and to related wider environmental and social issues.

ASSESSMENT
• written tests
• practical and research tasks
• end of semester exam

UNIT 2: ELECTRO TECHNOLOGY ENGINEERING FUNDAMENTALS
We focus on building understanding of the fundamental principles of electrical and electronic circuits, which are collectively and commonly referred to as electro technology.

WHAT DOES THIS MEAN FOR ME?
You study fundamental electro technology engineering principles, apply knowledge and skills to research, produce technical reports and construct an electro technology system.

ASSESSMENT
• written tests
• practical and research tasks
• end of semester exam
UNIT 3
Our focus is on the engineering principles used to explain the physical properties of integrated systems and how they work. We design and plan an operational, mechanical-electro technology integrated and controlled system. You learn about the technologies used to harness energy sources to provide power for engineered systems, including renewable energy.

WHAT DOES THIS MEAN FOR ME?
You start work on the design, planning and construction of one substantial controlled integrated system. You manage the project through the systems engineering process, taking into consideration the factors that influence the design, planning, production and use of their integrated system.

ASSESSMENT
• written tests
• SAC - planning and design portfolio

UNIT 4
You complete the production work and test and evaluate the integrated control system you designed in Unit 3. We investigate new and emerging technologies, consider reasons for their development and analyse their impacts.

WHAT DOES THIS MEAN FOR ME?
You use your investigations, design and planning to continue the fabrication of your mechanical-electro technology integrated and controlled system using the Systems Engineering process. We draw upon project and risk management methods throughout the construction phase.

ASSESSMENT
• written tests
• SAC - construction from folio design
• end of semester exam

WHAT SORT OF STUDENT WOULD LIKE SYSTEMS ENGINEERING?
This unit can provide a sound basis for entry into a broad range of tertiary technology courses such as engineering and applied sciences, skilled trades and vocational training, in the electro technology and automotive sectors or lead to employment in technological enterprises.

SUGGESTED PRE-REQUISITES
Any Food Technology units and/or participation in the home or workplace are suggested but not essential.

OTHER CONSIDERATIONS.
A unit that complements Systems Engineering is Physics.
THE ARTS

DRAMA
UNIT 1-2: V1ADR
UNIT 3-4: V2ADR

MEDIA
UNIT 1-2: V1AME
UNIT 3-4: V2AME

MUSIC PERFORMANCE
UNIT 1-2: V1AMP
UNIT 3-4: V2AMP

STUDIO ARTS
UNIT 1-2: V1ASA
UNIT 3-4: V2ASA

VISUAL COMMUNICATION DESIGN
UNIT 1-2: V1AVC
UNIT 3-4: V2AVC

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UNIT 1: DRAMATIC STORYTELLING
Our focus is on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. We access performance styles from a range of contexts associated with naturalism and non-naturalism. You give an analysis of your performance and the performance by professional and other drama practitioners.
You work collaboratively to devise, script, edit, rehearse and perform work.

UNIT 2: CREATING AUSTRALIAN DRAMA
You create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. You use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism. This unit also involves analysis of your own performance work as well as the performance of an Australian work.

ASSESSMENT
- script development, creation and documentation
- ensemble and solo performances
- play review

UNIT 3: ENSEMBLE PERFORMANCE
Our class looks at non-naturalistic drama from a range of contemporary and/or cultural performance traditions. We create, develop and present an ensemble performance, in collaboration. You also document and evaluate stages of the performance.

ASSESSMENT
- script development, creation and documentation
- ensemble performance
- play review

UNIT 4: SOLO PERFORMANCE
We focus on the creation and development of character/s within a solo performance. You complete two solo performances. For a short solo performance, you develop practical skills of research, creating, presenting, documenting and analysing a solo performance work. In the development of a second solo performance, you devise, rehearse and perform an extended solo performance. We analyse the processes involved in the creation and presentation of character/s in a solo performance.

ASSESSMENT
- create and present a short solo performance and evaluate the processes used
- describe, analyse and evaluate the creation, development and presentation of a prescribed solo performance

WHAT SORT OF STUDENT WOULD LIKE DRAMA
Someone who likes to create characters, enjoys workshop processes, feels comfortable with research and writing/scripting work. You shall enjoy this unit if you wish to enhance your performance and expressive skills.

SUGGESTED PRE-REQUISITES
Preferably Year 10 Drama: Performance Skills.

OTHER CONSIDERATIONS
You need to be committed to attending performances outside class time, including excursions. Drama does not always involve preparation and analysis that is spread evenly throughout the unit! There will be times leading to a performance that requires a commitment to extra hours.
MEDIA

UNIT 1: MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES
We explore how media in a range of media forms and from different times and places are constructed, distributed, engaged with, consumed and read by audiences (including Australian fiction and non-fiction). You also design and produce your own media representations for a particular audience.

WHAT DOES THIS MEAN FOR ME?
We consider a variety of media products such as advertisements, TV shows and films. You analyse how they are represented and how audiences perceive them. We study the representations of various Australian stories and how they impact audiences. You also study the representations of film genres through trailers and posters and create your own film trailer and poster but re-cutting or ‘flipping’ its genre. If you like film editing and analysing the way films are constructed, then this unit is for you.

ASSESSMENT
- written tasks regarding representations
- re-cut trailer and poster assignment
- end of semester exam

UNIT 2: NARRATIVE ACROSS MEDIA FORMS
We examine how narratives (stories) construct realities and meanings for audiences by looking at least two specific films. Our class looks at how audience, engagement, consumption and reception play a key role in understanding how a narrative is formed. You then apply this theoretical knowledge to create your own narratives. We also investigate the relationship between new and old media forms and how the development of media impacts society.

WHAT DOES THIS MEAN FOR ME?
If you like producing your own films, analysing how films are created and how audiences respond to films in different ways, then you will enjoy this unit. If you like looking at how media technologies have changed over time and have replaced old forms of communication, then this would be of interest.

ASSESSMENT
- written tasks on audience engagement, consumption and reception
- production of your own media narrative
- presentation of media developments and their impact on society
- end of semester exam
UNIT 3: MEDIA NARRATIVE AND PRE-PRODUCTION

We examine fictional and non-fictional narratives (two feature length films) and assess how audiences from different periods of time and contexts are engaged by, consume and read these narratives. We study how media codes and conventions are used to construct meaning and how this construction is influenced by social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. You also create your own media production.

WHAT DOES THIS MEAN FOR ME?

If you like analysing films and creating your own media production (can be film, photography, animation, print media or convergent media forms) then you will enjoy this unit.

ASSESSMENT

- written analysis of two professionally produced narrative fictional media texts
- two technical exercises relevant to the specifications identified in the production of a design plan preparation of a media production design plan

UNIT 4: MEDIA PRODUCTION AND ISSUES IN THE MEDIA

You bring your media production planned in Unit 3 to life! We also explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. Our class considers the nature of communication between the media and audiences, explores the capacity of the media to be used by governments, institutions and audiences, and analyses the role of the Australian government in regulating the media.

WHAT DOES THIS MEAN FOR ME?

You film, photograph or produce your media production and export it or print it to present it as completed. If you enjoy doing hands-on production work then you will enjoy this unit. We also engage in theoretical study of the media industry and its developments plus the theories behind media regulation and influence.

ASSESSMENT

- final production of your media product
- written analysis (SAC) of media influences and challenges

WHAT SORT OF STUDENT WOULD LIKE MEDIA?

Someone who:
- is interested in working in the media/communications industry in the future
- enjoys planning and creating their own media production (a choice of film, photography, animation or print)
- enjoys studies of psychology, sociology, history and English

SUGGESTED PRE-REQUISITES

Preferably Year 10 Media. Some knowledge of Adobe (Photoshop, InDesign, Premiere Pro) would be an advantage, but not essential.
MUSIC PERFORMANCE

UNIT 1
You focus on building performance and musicianship skills. You study other performers, pieces for a performance program, complete technical work (scales, exercises), sight-reading, music theory, aural work and analysis.

UNIT 2
You continue to build your performance and musicianship skills. You perform in group and solo works, listen and analyse other performers, develop strategies for improving performance skills, identify technical, expressive and stylistic performance challenges, develop sight reading and build on your improvisation and composition.

ASSESSMENT
• performance exam – three works: at least one group and one solo work, technical work and exercises
• report on technical work and exercises
• improvisation or sight reading
• theory and aural exam
• composition (Unit 2)

UNIT 3
You present convincing performances as part of a group, as well as solo contexts in a range of styles. We become familiar with a range of styles in both group and solo contexts and instrumental techniques to shape performance. We study performance conventions, sight-reading and improvisation, aural and music theory, transcription and analysis.

UNIT 4
You refine the ability to present convincing performances of group and solo works. We focus on performance of group and solo works in different styles, development of aural skills and comprehension, transcription, theory, analysis, sight-reading and improvisation. Works by Australian composers since 1910 is the focus of this unit.

ASSESSMENT
• demonstration test of performance techniques, technical work and exercises
• report on how performance techniques, technical work and exercises support the demonstration test material
• sight reading or improvisation
• aural, written and practical test
• a program of works on a chosen instrument that runs for 25 minutes and is externally assessed (Unit 4)

WHAT SORT OF STUDENT WOULD LIKE MUSIC PERFORMANCE?
Someone who wants to extend themselves on their instrument of study. This is a unit for musicians who have a love for playing and wish to build their performance skills, experience and understanding.

SUGGESTED PRE-REQUISITES
For Year 12, completion of Year 10 and 11 Music units, a private instrumental teacher, and participation in the College’s band and choral programs.

OTHER CONSIDERATIONS
You need to be a motivated and committed musician. *This unit would not suit a beginner. You may need a private teacher to maximise your potential.*
Speak to Luke Godfrey, our Music Director, about accessing additional music tuition support.
STUDIO ARTS

UNIT 1: STUDIO INSPIRATION AND TECHNIQUES
You gain an understanding of studio practice and how to explore, develop, refine and present artworks.

WHAT DOES THIS MEAN FOR ME?
You use your individual ideas and explore a range of materials and techniques related to specific art forms. We research and analyse the ways in which artists from different times and cultures have developed their studio practice.

ASSESSMENT
• proposed investigation of studio practice
• selection of exploratory work and a visual diary
• presentation of at least one finished artwork
• exam

UNIT 2: STUDIO EXPLORATION AND CONCEPTS
You focus on establishing and using studio practice to produce artworks.

WHAT DOES THIS MEAN FOR ME?
In developing an individual studio process, we explore ideas, source inspiration, materials and techniques in a selected art form. This is documented through an exploration proposal. You analyse historical and contemporary artworks.

ASSESSMENT
• exploration proposal
• studio process documented in visual diary
• production of at least one artwork
• exam
UNIT 3: STUDIO PRACTICES AND PROCESSES
We focus on the implementation of an individual studio process leading to the production of a range of potential directions.

WHAT DOES THIS MEAN FOR ME?
You develop and use an exploration proposal, plan and apply a studio process to develop their individual ideas to produce a range of visual explorations and potential directions. We explore professional art practices of artists from different historical and cultural contexts.

ASSESSMENT
- school assessed coursework 5%
- school assessed task 30%

UNIT 4: STUDIO PRACTICE AND ART INDUSTRY CONTEXTS
We focus on planning, production and evaluation required to develop, refine and present artworks that link cohesively to the ideas resolved in Unit 3.

WHAT DOES THIS MEAN FOR ME?
You present visual and written evaluation that explains why you selected a range of potential directions from Unit 3 to produce at least two finished artworks. The development of these artworks reflects refinement and skill application of materials and techniques. Aspects of the art industry are studied with the focus on at least two different exhibitions and the roles of galleries and staff.

ASSESSMENT
- school assessed coursework 5%
- school assessed task 30%
- end of year exam (Unit 3 & 4) 30%

WHAT SORT OF STUDENT WOULD LIKE STUDIO ARTS?
Someone who enjoys visual arts, photography and design.

SUGGESTED PRE-REQUISITES
Nil. However, completion of Year 10 Media & Visual Arts would be helpful. To undertake Unit 3 and 4, it is preferable to have completed Unit 1 and 2.

OTHER CONSIDERATIONS
Students may be required to purchase some of their own materials.
UNIT 1: INTRODUCTION TO VISUAL COMMUNICATION DESIGN
You produce a folio of drawings, including practice drawings from observation, development drawings using a range of visualisation methods and the communication of ideas through drawing. You include drawings related to the use of the design process. We analyse and implement presentation drawings to effectively communicate information. Our class reflects, in a written report, on the implications of social, and historical influences on contemporary design.

UNIT 2: APPLICATIONS OF VISUAL COMMUNICATION DESIGN
You create a folio of drawings that relate to environmental or industrial design. You practice technical drawing skills. We focus on type and imagery and the importance of both in the production of designs particularly graphic design. You utilise the design process in developing your ideas.

ASSESSMENT
• folio of drawings and design work
• final presentations
• a written report
• end of semester exam

UNIT 3: DESIGN THINKING AND PRACTICE
You develop skills to be an effective designer. This includes being critical and able to analyse existing examples of visual communication and then develop your own designs from these examples. You write a report to show an understanding of design in industry, develop a design brief and then begin the design process as well as research and generate ideas for a folio of work.

UNIT 4: DESIGN DEVELOPMENT AND PRESENTATION
You continue to produce designs related to the folio started in Unit 3. This includes the further development of suitable designs, the production of two final presentations and the evaluation and explanation of their design work. You also pitch your design work to an audience.

ASSESSMENT
• analysis and evaluation reports
• industry study reports
• pitch at the conclusion of folio work
• folio work
• exam

WHAT SORT OF STUDENT WOULD LIKE VISUAL COMMUNICATION DESIGN?
Someone who enjoys designing, drawing, problem solving and working on their own folios, computer graphics and designing on the computers.

SUGGESTED PRE-REQUISITES
Any Year 10 Visual Communication Design unit would be useful but not essential. Some knowledge and interest in using Adobe Photoshop and Illustrator is strongly advised.

OTHER CONSIDERATIONS
Visual Communication Design is a useful pathway for students wanting a career in any type of design.
VET

VOCATIONAL EDUCATION AND TRAINING
We offer these qualifications in Year 12: VCE and VCAL. VET is a course within VCE and VCAL.

Students enrolled in either can study a nationally accredited VET course as part of their qualification. On-the-job training at workplaces is another important part of the delivery.

Your child has seven courses to choose from if they follow a VET pathway with us. Our VET program runs in conjunction with Wodonga and Riverina TAFEs, Registered Training Providers and local employers.

Most courses count as a full VCE sequence, i.e. Unit 1 to 4. VET courses with a Unit 3 and 4 sequence may contribute directly to the calculation of the ATAR. Such sequences are identified in the next pages.

THE ADVANTAGES OF DOING VET IN SCHOOLS?
- joining the workforce, you have a better chance of finding employment
- entering TAFE, you have advanced standing for higher level courses
- going to University, the vocational education units give you a ‘hands on’ insight into the unit and may contribute to your ATAR

DOING VET IN VCAL
Students studying for the VCAL qualification must be enrolled in at least one VET unit. This is compulsory because the purpose of VCAL is to cultivate industry specific skills and build pathways to employment.

See p9 for an explanation of VCAL.

VET ADVANCEMENTS FOR 2020 YEAR 9 & 10 STUDENTS
Students in Year 9 or 10 Pathways levels in 2020 can apply for the Early Advancement Program in one Unit 1/2 sequence in VET or VCE. Applications for early advancement are made on the recommendation of the unit teachers and are always dependent on the availability of places. Students are interviewed as part of that process. 2020 Year 9 students will have a more rigorous selection process due to their age and academic level.

Any student that has advanced into a VET unit but then chooses VCAL in Year 11 must choose VET Unit 1-2 for Year 11.

Then, in Year 12 VCAL, you can finish off the VET unit you like best out of the two VET Unit 1-2 units you completed earlier.

WORK EXPERIENCE
Interested? Please see Maree Kelly, VCAL Administration Coordinator in the Mercy Centre.

PAUL FORDE
VET LEADER
paul.forde@ccw.vic.edu.au


HOW DOES VET WORK IN VCE AND THE ATAR?
Most courses count as a full VCE sequence (Unit 1 to 4). VET courses with a Unit 3 and 4 sequence contribute directly to the calculation of the ATAR.

COURSE LENGTH
VET starts in Commencement Fortnight (Friday 22 November - Friday 6 December 2019).

You cannot start a VET subject mid-year.

All VET courses run over two years: the first year covers Unit 1 - 2, the second year covers Unit 3 - 4.
## VET OPTIONS

<table>
<thead>
<tr>
<th>COURSE</th>
<th>UNITS (over 2 yrs)</th>
<th>EXAM</th>
<th>ATAR SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BUILDING &amp; CONSTRUCTION</strong> 22338VIC</td>
<td>1 - 4</td>
<td>No*</td>
<td>Eligible for an increment towards ATAR (10% of the lowest study score of the primary four studies)</td>
</tr>
<tr>
<td>Certificate II in Building and Construction Pre-Apprenticeship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CREATIVE INDUSTRIES (GAME DESIGN)</strong> CUA31015</td>
<td>1 - 4</td>
<td>Yes</td>
<td>Can be one of primary 4 units contributing to the ATAR score</td>
</tr>
<tr>
<td>Certificate III in Screen and Media</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ENGINEERING STUDIES</strong> 22470VIC</td>
<td>1 - 4</td>
<td>Yes</td>
<td>Can be one of primary 4 units contributing to the ATAR score</td>
</tr>
<tr>
<td>Certificate II in Engineering Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HAIR &amp; BEAUTY</strong> SHB20216</td>
<td>1 - 4</td>
<td>No*</td>
<td>Eligible for an increment towards ATAR (10% of the lowest study score of the primary four studies)</td>
</tr>
<tr>
<td>Certificate II in Salon Assistant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHB30115 Certificate III in Beauty Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HOSPITALITY</strong> SIT20416</td>
<td>1 - 4</td>
<td>Yes</td>
<td>Can be one of primary 4 units contributing to the ATAR score</td>
</tr>
<tr>
<td>Certificate II in Kitchen Operations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SOUND ENGINEERING</strong> CUA30915</td>
<td>1 - 4</td>
<td>Yes</td>
<td>Can be one of primary 4 units contributing to the ATAR score</td>
</tr>
<tr>
<td>Certificate III in Music Industry (Sound Production)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SPORTS COACHING</strong> SIS30115</td>
<td>1 - 4</td>
<td>Yes</td>
<td>Can be one of primary 4 units contributing to the ATAR score</td>
</tr>
<tr>
<td>Certificate III in Sport and Recreation</td>
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</tbody>
</table>

* Students who complete a unit 3 and 4 sequence for VCE VET are eligible for an increment towards their ATAR (10% of the lowest study score of the primary four studies)

These qualifications are offered in partnership, via auspicing with registered organisation: Australian Institute of Education and Training RTO Number: 121314.
BUILDING & CONSTRUCTION

22338VIC CERTIFICATE II IN BUILDING AND CONSTRUCTION
This is a two-year course. It can be studied as either a VCE or VCAL unit. If studied as a VCE unit, it will be your fifth or sixth unit choice (not one of your primary four units).

UNIT 1 AND 2
We focus on basic skills and knowledge for the building and construction industry. You learn how to use carpentry hand tools, carpentry power tools, workplace OHS and building calculations.

UNIT 3 AND 4
Second year consolidates and expands upon the skills and knowledge gained during first year studies. Areas covered include building set out, subfloor framing, wall framing and external cladding.

WHAT DOES THIS MEAN FOR ME?
You become confident in the use of carpentry hand and power tools. This includes constructing various projects such as a saw stool. You also learn how to set out and build a house including a sub floor frame and wall frames.

ASSESSMENT
- course work
- written and practical assessment tasks
- no internal or external examinations
- students who complete a unit 3 and 4 sequence for VCE VET Building and Construction will be eligible for an increment towards their ATAR (10% of the lowest study score of the primary four studies)

WHAT SORT OF STUDENT WOULD LIKE BUILDING AND CONSTRUCTION?
Someone interested in
- gaining an apprenticeship or a career in the building industry
- the building industry, e.g. plumbing, architecture, electricity

PRE-REQUISITES
Unit 1 and 2 must be completed prior to commencing Unit 3 and 4.
CREATIVE INDUSTRIES (GAME DESIGN)  V1VCI | V2VCI

CUA31015 CERTIFICATE III IN SCREEN AND MEDIA
This is a two-year course. It can be studied as either a VCE or VCAL unit. If studied as a VCE unit, it can be one of your primary five subjects.

UNIT 1 AND 2: GAME ART, GAME DEVELOPMENT AND WEB DESIGN
You learn to create unique 3D assets and environments using industry standard design software including Adobe Photoshop and Autodesk Maya. Our class is introduced to the Unreal 4 Game Engine and visual scripting to build game environments. You devise a website to advertise yourself to the industry.

UNIT 3 AND 4: CHARACTER DESIGN, ANIMATION AND MEDIA
We explore the elements and principles of design, typography and colour theory. You build your own character and learn how to animate in both Autodesk Maya (3D) and Adobe Animate (2D). You create a video trailer and website for your game.

ASSESSMENT
- course work
- written and practical assessment tasks
- internal end of semester examinations in first year of course
- scored school based assessments (SACs) and external end of year examination in second year of the course

Students wishing to receive an ATAR contribution for the scored units 3 and 4 sequence of VCE VET Creative Industries 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.

Where a student elects not to receive a study score for the scored unit 3 and 4 sequence of VCE VET subject, no contribution to the ATAR will be available.

WHAT SORT OF STUDENT WOULD LIKE ANIMATION AND GAME DESIGN?
Someone who is interested in
- graphic design, game design, character design
- animation – both 2D and 3D
- media and VFX
- creating a portfolio as entry to further studies or employment

PRE-REQUISITES
Unit 1 and 2 must be completed prior to commencing Unit 3 and 4.
ENGINEERING STUDIES

22470VIC CERTIFICATE II IN ENGINEERING STUDIES
This is a two year course. It can be studied as either a VCE or VCAL unit. If studied as a VCE unit, it can be one of your primary five unit.
We teach you broad-based underpinning competencies in a range of engineering skills.

UNIT 1 AND 2
You work on lathes and cut off machines. You learn about hand and power tools, precision measurement tools such as micrometres and vernier calipers.

UNIT 3 AND 4
You learn welding competencies using the manual metal arc and gas metal arc process as well as the oxy acetylene welding and cutting process.

WHAT WILL THIS MEAN FOR ME?
We enhance your employment prospects for apprenticeships and traineeships. You are able to make more informed choices in the selection of vocational career paths and develop the social and personal skills relevant to participation in the engineering industry.

ASSESSMENT
• course work
• written and practical assessment tasks
• internal end of semester examinations in first year of course
• scored school based assessments (SACs) and external end of year examination in second year of the course

Students wishing to receive an ATAR contribution for the scored units 3 and 4 sequence of VCE VET Creative Industries 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.
Where a student elects not to receive a study score for the scored unit 3 and 4 sequence of VCE VET subject, no contribution to the ATAR will be available.

WHAT SORT OF STUDENT WOULD LIKE ENGINEERING?
Someone who:
• has an interest in seeking a hands-on career path
• has an interest in developing the skills and knowledge that are applied across a variety of industries
• wishes to develop their knowledge in how engineering concepts are adapted in the community

PRE-REQUISITES
Unit 1 and 2 must be completed prior to commencing Unit 3 and 4.
HAIR & BEAUTY

SHB20216 CERTIFICATE II IN SALON ASSISTANT

SHB30115 CERTIFICATE III IN BEAUTY SERVICES
This is a two-year course. It can be studied as either a VCE unit or as a VCAL unit. If studied as a VCE unit it will be a fifth or sixth unit of choice (not one of your four primary units)
You develop skills and knowledge in OH&S, communication, retail, lash and brow, manicure and pedicure, shampooing, head, neck and shoulder massage and dry hair to shape.

WHAT DOES THIS MEAN FOR ME?
You achieve a Statement of Attainment for the Units of Competency, and have a skill set to take into the hair, beauty and retail industries.

ASSESSMENT
• course work
• written and practical assessment tasks
• no internal or external examinations
• students who complete a unit 3 and 4 sequence for VCE VET Hair & Beauty will be eligible for an increment towards their ATAR (10% of the lowest study score of the primary four studies)

WHAT SORT OF STUDENT WOULD LIKE HAIRDRESSING?
Someone who is interested in
• beauty and hairdressing as a career
• pursuing casual / part time work
• hair and beauty and fashion

PRE-REQUISITES
First year must be completed prior to commencing the second year.
HOSPITALITY

SIT20416 CERTIFICATE II IN KITCHEN OPERATIONS
This is a two year course. It can be studied as either a VCE or VCAL unit. If studied as a VCE unit, it can be one of your primary five units.

UNIT 1 AND 2
You expand your knowledge of the hospitality industry. Hygiene, health and safety are covered. You develop knife and cooking skills and prepare a range of foods. You study the basic methods of cooking and prepare a variety of dishes using these methods.

UNIT 3 AND 4
You continue to develop knowledge and skills. We focus on cooking and extending the range of dishes you can prepare. Units include

- prepare appetisers and salads
- prepare poultry dishes
- prepare stocks sauces and soups

WHAT DOES THIS MEAN FOR ME?
Unit 1 and 2: You learn professional cooking skills and develop your ability to cook a variety of foods. You gain experience in hospitality, catering and cooking a variety of foods working at school based functions.

Unit 3 and 4: You begin to prepare more complex dishes to industry standards. Continued involvement in function work increases your experience. You are required to complete a minimum of one week work placement to experience a hospitality workplace.

ASSESSMENT
- course work
- written and practical assessment tasks
- internal end of semester examinations in first year of course
- scored school based assessments (SACs) and external end of year examination in second year of the course

Students wishing to receive an ATAR contribution for the scored units 3 and 4 sequence of VCE VET Creative Industries 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.

Where a student elects not to receive a study score for the scored unit 3 and 4 sequence of VCE VET subject, no contribution to the ATAR will be available.

WHAT SORT OF STUDENT WOULD LIKE HOSPITALITY?
Someone who is interested in
- cooking
- employment in the hospitality industry
- gaining an apprenticeship in the hospitality industry

PRE-REQUISITES
Unit 1 and 2 must be completed prior to commencing Unit 3 and 4.
SOUND ENGINEERING

CUA30915 CERTIFICATE III IN MUSIC INDUSTRY (SOUND PRODUCTION)
This is a two-year course. It can be studied as either a VCE or VCAL unit. If studied as a VCE unit, it can be one of your primary five units.

UNIT 1 AND 2
We focus on the skills and information required to assist and work as part of a team performing basic tasks within the music industry. You learn industry knowledge such as simple composition, copyright procedures and planning a career.

UNIT 3 AND 4
These units consolidate and expand upon the skills and knowledge gained during first year studies.
Areas covered include providing sound reinforcement, recording and production techniques.

WHAT DOES THIS MEAN FOR ME?
You learn to understand basic music industry knowledge, simple composition, copyright procedures and editing sound using digital systems.
We continue to develop your skills and knowledge in music technical production including recording and production techniques as well as providing sound reinforcement.

ASSESSMENT
- course work
- written and practical assessment tasks
- internal end of semester examinations in first year of course
- scored school based assessments (SACs) and external end of year examination in second year of the course

Students wishing to receive an ATAR contribution for the scored units 3 and 4 sequence of VCE VET Creative Industries 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.
Where a student elects not to receive a study score for the scored unit 3 and 4 sequence of VCE VET subject, no contribution to the ATAR will be available.

WHAT SORT OF STUDENT WOULD LIKE LIGHTING AND SOUND RECORDING?
Someone who:
- has an interest in sound technology
- wishes to find out more about sound reinforcement, production and recording
- has an interest in the music industry

PREREQUISITES
Unit 1 and 2 must be completed prior to commencing Unit 3 and 4.
SPORTS COACHING

SIS30115 CERTIFICATE III IN SPORT AND RECREATION
This is a two-year course. It can be studied as either a VCE or VCAL unit. If studied as a VCE unit, it can be one of your primary five units.
You acquire and develop skills, knowledge and confidence to work in the area of sport and recreation.

UNIT 1 AND 2
We focus on the core skills that enhance your employment prospects in the sport and recreation industry.
You gain skills in occupational health and safety, first aid, dealing with clients and conducting sport and recreation sessions.

UNIT 3 AND 4
We expand your skills to work in the sport and recreation industry. You complete three sport and recreation work tasks that develop leadership, organisational and specialist activity skills. Skills are developed and assessed through selected competencies taken in Unit 1 to 4.

ASSESSMENT
• course work
• written and practical assessment tasks
• internal end of semester examinations in first year of course
• scored school based assessments (SACs) and external end of year examination in second year of the course

Students wishing to receive an ATAR contribution for the scored units 3 and 4 sequence of VCE VET Creative Industries 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.

Where a student elects not to receive a study score for the scored unit 3 and 4 sequence of VCE VET subject, no contribution to the ATAR will be available.

WHAT SORT OF STUDENT WOULD LIKE SPORTS COACHING?
Someone who:
• has an interest in sport and recreation
• wishes to acquire skills in sport and recreation
• is looking for work or has careers aspirations in these fields

PRE-REQUISITES
Unit 1 and 2 must be completed prior to commencing Unit 3 and 4.
YOU HAVE ONE WEEK TO MAKE YOUR UNIT SELECTIONS USING THE ONLINE PORTAL

WWW.SELECTMYSUBJECTS.COM.AU

7 - 13 AUGUST 2019

ENTER YOUR UNITS AND...

REMEMBER TO PRINT THE PREFERENCE RECEIPT & HAND IT IN TO CARMEL O’BREIN IN THE MERCY CENTRE.

THIS GUIDE IS AVAILABLE ON SIMON, PAM AND IN THE RELEVANT YEAR LEVELS IN THE LEARNING AND TEACHING SECTION OF OUR WEBSITE

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