At Footscray City College, everyone in the school community is valued and we all deserve to be treated fairly and with respect. Our key values reflect those ideas and we wish everyone to uphold them so that all in the school can be treated fairly, with respect and that all can be safe.

**OUR KEY VALUES ARE:**

ACHIEVEMENT

RESPECT

RESPONSIBILITY

From those three key values come a set of basis key rights that are fair and applicable to everyone. Because we believe in Achievement, Respect and Responsibility, the following key basic rights also apply to everyone;

**OUR KEY RIGHTS ARE:**

Students and teachers have the right to do as much work as possible.

Students and teachers have the right to feel comfortable and safe.

Students and teachers have the right to expect that we all make a positive contribution.
At Footscray City College we have an outstanding range of VCE programs. All areas of study are covered: the academic, the creative and the technical.

Over the past decades our College has been in the forefront as an institution that provides the most positive student-teacher relationships. Our reputation for valuing the diversity and creativity of each student is well known, and at our College we have created the kind of young-adult environment that fosters success, both academically and personally.

The most important job we have is to develop our students to their full potential and to equip them for the competitive world of work, and further study. To achieve this, the College has developed strong links with Victoria University, other tertiary institutions, and with industry, commerce and the arts, which particularly benefit our students.

We expect the highest standards of achievement and we work to engender in our students a love of study and a capacity for lifelong learning in preparation for a rapidly changing society.

We have, therefore, a commitment to ensure that our teaching and resources are of the highest standards, and that students have access to staff experienced in providing academic, career and personal guidance.

With a rich variety of curriculum offerings, a caring and supportive learning environment and first class facilities, students can feel genuinely positive and confident about their senior studies at Footscray City College.
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All information contained in the Footscray City College VCE Handbook was accurate at the time of publication.
COURSE SELECTION - GENERAL PRINCIPLES

It is essential that students in their senior years plan carefully and make informed decisions that enable them to fulfil both their academic and personal goals.

IN SELECTING VCE STUDIES EACH STUDENT SHOULD:

- Give consideration to studies which are more likely to suit their individual learning style and post-school aspirations.
- Consider how much satisfaction and enjoyment they obtain from various studies. Students are more likely to do well in the studies they enjoy.
- Consider how well they have coped with a study (or a related one) in the past.
- Choose studies that maintain and develop their special skills and talents.
- Check the published prerequisite requirements for selection into future tertiary courses.
- Seek advice from key personnel at Footscray City College; Pathways Coordinators, VCE Manager, Year Level Coordinator, Learning Area Coordinators and Subject Teachers.
- Discuss choices with parents / guardians.

INTERNAL STUDENTS ENTERING YEAR 11.

Your instructions are to;

- Read this Guide carefully
- Seek advice from relevant staff.
- Attend the ‘Introduction to Choosing Your Year 11 Program’ day.
- Attend the ‘Year 11 Information Evening’ with parents.
- Attend the ‘Individual Course Counselling Day’ with parents.
- Ensure studies chosen comply with tertiary prerequisites for 2016 entry.
- Attend Tertiary Open Days.
- Complete all Year 11 Enrolment Forms and submit them punctually.

INTERNAL STUDENTS ENTERING YEAR 12.

Your instructions are to:

- Read this Guide carefully
- Seek advice from relevant staff.
- Attend the ‘Introduction to Choosing Your Year 12 Program’ morning.
- Ensure studies chosen comply with tertiary prerequisites for 2015 entry.
- Attend Tertiary Open Days.
- Complete all Year 12 Enrolment Forms and submit them punctually.

EXTERNAL ENROLMENTS

How to enrol in VCE at Footscray City College.

- Make an enrolment appointment by telephoning 8387 1500
- Attend an interview with a VCE Manager with
  - A parent/guardian
  - Your last two school reports
  - Birth Certificate
- At interview you discuss subjects, pathways, your goals and how they are best reached at Footscray City College
- You will complete a subject preference form, materials charge schedule and enrolment details
- Confirmation of enrolment will follow by letter

NB. While every effort will be made to provide for a student’s first choice of studies, a student may be asked to make a second choice if there are insufficient numbers of students wishing to undertake a study or there is a timetable clash. No guarantees are given that subjects will run. or there is a timetable clash. No guarantees are given that subjects will run.
THE SENIOR YEARS AT FOOTSCRAY CITY COLLEGE

The aim of this college is to provide all of its senior students with the appropriate environment, facilities and support conducive to each student achieving their intended vocational and personal goals through academic success.

We have very high expectations of our senior students. They are required to work conscientiously and cooperatively with their teachers and other students, complete set work and strive to do their best.

They are expected to abide by all college rules as outlined in the Student Engagement Policy and to follow Footscray City College senior school policies and procedures as well as those of the Victorian Curriculum and Assessment Authority (VCAA) that administers both the VCE and VCAL.

SENIOR STUDENT MANAGEMENT.

The Senior Student Management Team includes:
- The Assistant Principal responsible for Years 11 and 12.
- The Senior Program Manager for Years 11 and 12.
- Year Level Coordinator Year 11.
- Year Level Coordinator Year 12.

As a team they are responsible for the development and implementation of strategies to manage students towards the successful completion of their studies. Some of the strategies and procedures used by the Student Management Team include:
- Regular monitoring of student attendance
- Regular monitoring of student performance
- Interviews with students about their performance
- Interviews and conferencing with parents / guardians
- Case Management of selected individual students
- Direct contact with parents / guardians via telephone, e-mail
- Regular progress checks for students experiencing difficulties
- The changing of studies undertaken by students
- Enforcement of the Student Engagement Policy
- Referral to Student Support staff

REPORTING AND PARENT/GUARDIAN COMMUNICATION.

The college is acutely aware of the importance of regular communication with parents / guardians during the senior years of their child’s education. Regular formal and informal communication between the college and parents / guardians is a key priority of Footscray City College. Such communication may take the form of:
- The college uses the internet based Compass School Portal, where student timetables, absences, news items, newsletters and academic reports are uploaded for parent viewing.
- Parent / Teacher Progress Report Days. These will occur in late Terms One and Three. Exact confirmation of the days will be available in college newsletters placed onto the Compass Portal.
- Formal written reports will be made available at the conclusion of each semester and placed onto the Compass Portal.
- All teachers in mid Terms 1, 2 and 3, make progress reports and Year Level Managers will contact all parents / guardians of students who have reports indicating areas of concern. Again, all mid-term reports are placed onto the Compass Portal.
- Contact will be made with parents / guardians of students who have an unexplained absence. Direct SMS messaging of absences will occur, as well as telephone contact from coordinators.
- Attendance letters are sent home on a weekly basis, indicating any recording of unexplained student absence.
- Parents / guardians are encouraged to contact staff with any concerns or inquiries they may have.
SENIOR STUDENT SUPPORT

PERSONNEL, SERVICES AND FACILITIES

Footscray City College is able to provide a wide variety of personnel, services and facilities that may support and assist students throughout their senior years.

• Pathways Coordinators. The college has designated Pathways Coordinators to assist students with subject selection, career exploration, work experience, tertiary course options and applications. The Pathways Office contains internet resources, tertiary handbooks and course brochures, employment guides and career counselling guides. Students are encouraged to make use of the facilities and all Year 12 students will be individually counselled through the VTAC tertiary application process.

• Student Welfare Coordinator (SWC). Support and counselling is offered to students who may be experiencing personal difficulties at school, at home, with finances, with health issues, accommodation, or who may need referral to community agencies for assistance. Students should not delay in making an appointment with the SWC should the need arise.

• International Students Coordinator. International students have a designated Coordinator available to them, to deal with all matters to ensure ease of transition to our educational system and life in Australia whilst they are here as students. All students are met upon arrival, accommodation is organised and ongoing constant care and assistance is provided.

• VCAL Coordinator. The VCAL Coordinator actively teaches in the course and takes responsibility for the ongoing development and implementation of the VCAL course, as well as being a readily accessible contact point for the VCAL students.

• Senior Study Centre. Senior students have available to them a newly renovated and extended Study Centre adjacent to the college library. Year 12 students can utilise it during spare lessons and all senior students can access it during recess and lunchtimes. The Study Centre is used for study purposes, the completion of set work and examinations. It is only available to senior students.

• Hospitality Skills Centre. The Centre comprises industry standard kitchen, restaurant, study centre, computer access and a Hospitality specific library. This will be mainly available to VET Hospitality students.

• College Library. Senior students have access to an extremely well equipped library that may be used as directed by their teachers or for private study. Computing, word processing and Internet access is available upon presentation of college ID cards. Up to five books can be borrowed at one time, and within the library short term period loans can be made for use of computer access, newspaper files, journals, magazines, CD Roms and periodicals. The library staff members are available for assistance at all times.

• Victoria University Library. Footscray City College senior students are also allowed to utilise the main library of our neighbouring university at the Footscray Park campus. Presentation of the college ID will allow access and borrowing rights.

• Student Lockers. Senior students will be granted a locker upon payment of a $25 annual lease. They are allocated on a first come basis and students will need to supply their own lock.

• Senior Sport. The college recognises the importance of sporting participation and competes in the full range of sporting programs. Students need to keep abreast of information about sporting competitions and information is readily accessible from staff in the college Gymnasium. Interschool sport offers a wide variety of competitions throughout the year in football, cricket, baseball, basketball, swimming, softball, tennis, badminton, table tennis, golf, hockey, netball, soccer, squash, lawn bowls, athletics, volleyball and lacrosse.
SENIOR STUDENT SUPPORT

• **Course Commencement Programs.** Each November after the conclusion of Years 10 and 11, course commencement programs are run for introduction to studies at Years 11 and 12. Upon completion of Year 10 examinations, all Year 10 students will undertake course commencement into the Year 11 subjects they have chosen for their next year, and Year 11 students will do likewise and be introduced to the Year 12 subjects they have chosen. They will get an opportunity to meet their teachers, gain an insight into both their course contents and requirements and receive introductory course work to complete.

• **Year 12 Orientation Program.** At the beginning of the Year 12 school year before the commencement of Year 12 classes, an orientation day is conducted. It is an excellent commencement to the final year of school and there are sessions on study and time management, essay writing techniques, tertiary course selections, personal motivation and goal setting.

• **Victoria University Sporting Facilities.** Presentation of the Footscray City College ID card will gain access to both the Swimming Pool and world-class gymnasium facilities at Victoria University Footscray Park campus. Student discount prices apply.

• **Homework Club.** Every Monday to Thursday from 3.30pm to 5.00pm Homework and Study assistance is available at the college. Staff with expertise in English and Mathematics will conduct the sessions and all senior students are strongly encouraged to attend. Homework Club is free and held in the college Library.

• **Interpreters.** At each parent / teacher day, interpreters are hired to assist parent communication with teachers from a variety of community languages. The languages typically available include: Vietnamese, Mandarin, Cantonese, Arabic, Amharic and Tigrinya. Others are available upon request.

• **Second Hand Book Sale.** In early December the Friends of Footscray City parent group will conduct the college second hand book sale. Students and families will receive information regarding both the selling and purchasing of books through the newsletter and special bulletins closer to the actual date.

• **College Diary.** The college diary is compulsory. It is listed on the booklist for purchase for both Years 11 and 12. It contains the college Student Engagement Policy, contact details, forms to use for students to be allowed to leave class, important college dates and is a very useful tool for all students to plan and keep a record of homework and assessments.
EXPECTATIONS OF STUDENTS AT FOOTSCRAY CITY COLLEGE

Senior students at Footscray City College will need to abide by two sets of clearly established guidelines:

- The Footscray City College Student Engagement Policy.
- The regulations as set by the VCAA for the administration and completion of the VCE/VCAL.

ATTENDANCE

The rules for attendance in VCE/VCAL are those as outlined by the VCAA and apply across all of Victoria. They will therefore apply to all students enrolled at Footscray City College.

All students are required to attend for a minimum of 90% of scheduled classes.

Any absences covered by medical certificates and appropriate professional evidence are not included. The VCAA states that students must attend in order to be able to properly authenticate their work, and that assessment is continuous and is based upon completion of set tasks throughout the year. The VCAA states that authentication involves participation in introductory activities, discussion of initial ideas, working on tasks in the presence of the teacher and conferring with the teacher on work in progress.

It must be clear that students can fail by a lack of attendance alone. Producing work, but not meeting attendance requirements is deemed as a fail.

If a student begins to demonstrate an unsatisfactory level of attendance, parent/guardian contact will be made in order to improve attendance to acceptable standards.

Students who do not improve attendance rates after such contact will have their on-going enrolment subject to review.

THE STUDENT ENGAGEMENT POLICY

The college will actively promote the key values of: Achievement, Respect and Responsibility. These key values are published in our Student Engagement Policy. The Student Engagement Policy outlines clearly the expectations we have of students so that the college promotes learning for all and this is conducted in an environment that is harmonious and safe. The Student Engagement Policy also includes disciplinary procedures for breaches and it is the obligation of each student to be aware of what is contained in the Student Engagement Policy.

From the published key values a set of key rights that are applicable in all aspects of college life have been formulated. They are:

- Students and teachers have the right to do as much work as possible.
- Students and teachers have the right to feel comfortable and safe
- Students and teachers have the right to expect that we all make a positive contribution

Some particular relevant areas to note are:

- **Teacher Instructions.** Students are expected to cooperate with teachers at all times and to follow instructions concerning behaviour. This includes being punctual and well prepared with equipment for all classes.

- **Relationships with others.** We have high expectations of tolerance, safety and friendliness. Bullying, Harassment and Violence of any kind is not acceptable and will be dealt with following the Student Engagement Policy Discipline Procedures.

- **Classroom Behaviour.** Students should at all times respect the rights of others to learn and classroom behaviour should reflect this.
**EXPECTATIONS OF STUDENTS AT FOOTSCRAY CITY COLLEGE**

**• Local Community.** The college is located in a residential area. All students are therefore to remain on school grounds once they have arrived. If a senior student has a late start or early finish, they are permitted to arrive / depart accordingly. Students are not allowed to leave the college grounds during recess, lunch or any study periods once they have arrived. Whilst students are on their way to school we do not tolerate any behaviour that reflects poorly on the college in our local area.

**• Dress Code.** Footscray City College does not have a prescribed school uniform for senior students. Students are however expected to wear neat, clean clothes and proper footwear is to be worn at all times. Special clothing may be required in some classes of a practical nature (eg Hospitality, Woodwork or Physical Education.) Students will be issued with ‘Dress Code Warnings’ for non-compliance. Repeated non-compliance will see students in detention or sent home for more appropriate clothing.

The following items of clothing are not acceptable:

- clothes with insulting / discriminatory messages
- singlets, including similarly cut strapless tops or dresses
- sports or athletic shorts
- thongs

**• Smoking.** Smoking is prohibited at school and in the immediate neighbourhood. Students found smoking at school will be suspended.

**• Mobile Phones.** Whilst some students find it necessary to bring mobile phones to school, they MUST be turned off during class time. We request that parents/guardians make contact with the college instead of direct contact with students during class times. Following VCAA rules, mobile telephones are not allowed into any examination room.

**• Personal Items.** Students are advised not to bring personal items to school such as IPods, electronic games etc. The college will NOT take any responsibility for them, nor will the college investigate their loss or damage.

**• Food.** Apart from the Canteen and VCE Study Centre, no food is to be consumed at any other location inside a school building.

**• Visitors.** Only parents and guardians will have access to students during school hours. They must report to the General Office initially upon arrival. All other individuals that report for access to students will be asked to leave the college grounds immediately.
VICTORIAN CERTIFICATE OF EDUCATION

The VCE is normally undertaken over a minimum of two years of study. The Victorian Curriculum and Assessment Authority (VCAA) administer the VCE. Over the two years most VCE full time students will undertake a total of 22 to 24 semester length units of study.

VCE GRADUATION REQUIREMENTS.

In order to meet the graduation requirements of the VCE, a student must:
satisfactorily complete a total of no fewer than 16 units. These units must include:

- At least 3 units from the combination of English / English(EAL) units
- Three sequences of Units 3&4 studies other than English / English(EAL)

ASSESSMENT IN THE VCE.

Students are awarded a satisfactory grade in each unit of study by the achievement of Outcomes. The Outcomes are set knowledge and skills that students need to demonstrate. Each unit will have between 2 to 4 Outcomes, and each need to be completed in order to satisfactorily pass a unit. Decisions on the awarding of passing of Outcomes rest with the respective teachers of each unit.

ASSESSMENT IN YEAR 11 (UNITS 1 AND 2).

In Units 1 and 2, students will need to pass all set Outcomes in order to receive a satisfactory grade for any unit. This is all that is required by the VCAA. Students will sit examinations at the end of each semester in all studies, but these are internally run by Footscray City College and no grades are forwarded to the VCAA.

ASSESSMENT IN YEAR 12 (UNITS 3 AND 4).

In Units 3 and 4, students will need to also pass all set Outcomes in order to receive a satisfactory grade for any unit. In addition to this are further assessments that are used to calculate an overall Study Score. These assessments are either school based or externally based. Performance on these assessments is recorded by the VCAA in grades from A+ to E.

The School Based Assessments come in two forms. Most studies will have School Assessed Coursework (SAC) items. These are undertaken in class following VCAA guidelines and teachers will forward marks ranging from A+ to E to the VCAA. Some studies will have School Assessed Tasks (SAT’s), these are also awarded grades from A+ to E.

External assessment items are the VCAA administered examinations. These are set and marked from A+ to E by the VCAA. Some Year 12 studies will have mid-year external examinations, and all studies will have end of year (typically in November) external examinations.

These assessments in Units 3 and 4 are used to derive an overall Study Score out of 50 for each sequence of studies. The study scores are then used by the Victorian Tertiary Admissions Centre (VTAC) to calculate each student’s ATAR.

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The ATAR is a percentile rank issued by the Victorian Tertiary Admissions Centre (VTAC) and is used by tertiary institutions to select applicants for their courses. VTAC will receive the study scores gained by Year 12 students who apply for tertiary entry and will issue each student with an ATAR.

The ATAR is a rank that indicates the comparative level of performance of all Year 12 applicants in Victoria. The
VICTORIAN CERTIFICATE OF EDUCATION

highest ranking possible is 99.95 – this indicates that the performance of students with this ranking was higher than 99.95% of all students in Victoria in that year. An ATAR of 50.00 indicates that those student's results were higher than 50% of all students in Victoria in that year.

CALCULATION OF THE ATAR.

A two-stage process is used. Initially the study scores achieved by students in a study are adjusted to reflect differences in results achieved by those students in other studies. This is known as ‘Scaling’. The adjusted scaled study scores are then used in a calculation to give an overall Global Score.

The Global Score is calculated by:

- The score in the Year 12 English area study
- The next best three Scaled Study Scores
- 10% of the applicants next two best Scaled Study Scores.

When added together by this process, the overall Global Score is achieved and this is used to place students in their rank (ATAR) against all other students in the state in their Year 12 year.

This is a complex process and further information is available from the college Pathways Coordinator.

ENGLISH REQUIREMENTS.

Studies from the English area are the only compulsory studies in the VCE. At Footscray City College the following apply:

- All Year 11 students will undertake English/English (EAL) Units 1 and 2.
- Year 12 students have a choice. They need to study at least one Unit 3 and 4 sequence in English/English (EAL) or Literature. Students who have strengths in this area may choose two of these studies at Year 12. The VCAA does not permit any student to undertake all three.

ENGLISH (EAL)

A student is eligible for EAL status if the following conditions are both met.

- The student has been a resident in Australia for a period of not more than seven calendar years prior to January 1 of the year in which the study will be taken.
- English has not been the student’s major language of instruction for a total period for more than seven years prior to commencement of Units 3 and 4.

VCE AUTHENTICATION

Students will need to produce work for assessment that is clearly of their own making. The VCAA places the proof for authentication of work with the student concerned. The following are guidelines:

- All unacknowledged work submitted must genuinely be that of the student.
- Students must acknowledge all resources used in the development of their work.
- Students must not accept undue assistance from any person in preparation and submission of their work.
- Students must retain appropriate documentation of the development of School Assessed Coursework.
- Work submitted by students that is found to be plagiarised will not be assessed and may lead to unsatisfactory completion of that unit.
EXTENSIONS POLICY / SPECIAL PROVISION

If a student is unable to meet a deadline an extension through VCAA Special Provision procedures must be sought. Such an extension MUST BE APPLIED FOR ON OR BEFORE THE DUE DATE. Applications for extensions are to be made to the relevant Year Level Coordinator and it is the responsibility of the student and/or parents to organise this.

Failure to do so may result in an ‘N’ for the assessment and possibly the entire Unit.

An application for an extension after the due date will only be considered if a MEDICAL CERTIFICATE covering that date is supplied and the student applies for the extension upon their immediate resumption to school.

Students absent from a SAC in Year 12 will need to supply a MEDICAL CERTIFICATE covering that date to their Year Level Coordinator immediately upon returning to school.

Computer failure or breakdown is not considered a valid reason for not meeting deadlines.

YEAR 12 STUDIES DURING YEAR 11.

Students entering Year 11 in 2014 may apply to undertake one Unit 3 and 4 sequence as a replacement for one of their Unit 1 and 2 studies. Put simply, a student can apply to do a Year 12 subject whilst in Year 11.

Students may apply and will need a recommendation from their relevant Year 10 teachers for the enhancement study. For example if a student wishes to study Year 12 History whilst in Year 11, recommendations will be required from the Year 10 teachers of English and Humanities.

There is no guarantee that all applicants for enhancement will be successful. Priority for placements in a Year 12 study will go to Year 12 students.

EXTERNAL LANGUAGE STUDIES

Some students may wish to undertake an additional VCE Language study that is not offered by Footscray City College. Typically these will be undertaken at a Victorian School of Languages (VSL) centre on a Saturday morning. Students who do this will need to immediately alert the Senior Program Manager and arrange for the VSL Language study to be officially added to their Footscray City College VCE enrolment. Failure to do so will not allow the VSL Language to be counted as part of the VCE program for any student.

VOCATIONAL EDUCATION AND TRAINING (VET) PROGRAMS

Students can elect to choose a VET program as part of their VCE. A VET program is one where students will study in a particular vocational area and if successful in completing the program will receive credits of Units 1 to 4 in their VCE as well as the issuing of a recognised vocational qualification.

In 2014, the following VET programs will be offered:

- Certificate II in Aeroskills (Avionics)
- Certificate II in Furnishing
- Certificate II in Horticulture
- Certificate II in Hospitality
- Certificate III in Music Industry
- Certificate II in Sport and Recreation

VET programs are able to be used for the generation of a study score in Year 12, and if given the option of receiving a study score for VET study, all Footscray City College students are encouraged to do so.

VET studies involve the completion of numerous modules, where students need to show they have reached the
required level of competence. In many instances the competence may be shown by the demonstration of practical skills. In all VET programs students will be able to undertake work placement as part of their studies, and in some VET programs work placement is a compulsory component. Students need to be fully motivated in order to choose a VET program, as only by the completion of every module in the program is credit towards the VCE achieved. Further descriptive information regarding VET courses is provided in the Description of Studies section of this handbook.

**VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)**

The VCAL is a separate certificate course to the VCE. It is designed for students who may be more interested in the pursuit of apprenticeships, traineeships, full time work or further study at TAFE upon the conclusion of their secondary education. The VCAL course will provide practical work-related experience gained through work experience placements, enhanced general literacy and numeracy skills and an opportunity to build personal skills that are important for life and work. Footscray City College offers the following two levels of VCAL:

- The Intermediate Certificate in VCAL at Year 11.
- The Senior Certificate in VCAL at Year 12.

The college’s VCAL Coordinator will individually counsel students in their decisions regarding VCAL. Further descriptive information regarding VCAL is provided in the Description of Studies section of this handbook.
SENIOR SCHOOL STUDIES.

FOOTSCRAY CITY COLLEGE IN 2014.

The study options below are OFFERED in 2014. Every effort is made to accommodate student’s choices, but final programs will depend upon the numbers of students choosing particular units and timetabling constraints.

Accounting
Art Photography
Australian & Global Politics (Units 1-2)
Biology
Business Management
Chemistry
Dance
English
English as an Additional Language
Food and Technology
Foundation Maths. (Units 1-2)
Further Maths. (Units 3-4)
General Maths. A (Units 1-2)
General Maths. B (Units 1-2)
Global Politics (Units 3-4)
Health and Human Development
History 20th Century (Units 1-2)
History Revolutions (Units 3-4)
Information Technology (Units 1-2)
I.T. Applications (Units 3-4)
Legal Studies
Literature
Language - Italian
Language - Japanese
Mathematical Methods
Media
Music Performance
Outdoor & Environmental Studies
Philosophy
Physical Education
Physics
Psychology
Software Development (Units 3-4)
Specialist Mathematics (Units 3-4)
Studio Arts Art
Studio Arts Multimedia
Studio Arts Textiles (Fashion)
Systems Engineering
Theatre Studies
VCAL Intermediate (Units 1-2)
VCAL Senior (Units 3-4)
VET Aeroskills (Avionics)
VET Furnishing
VET Horticulture
VET Hospitality
VET Music Industry
VET Sport and Recreation
Visual Communication & Design

The following pages will contain detail study descriptions organised by respective Learning Areas.
ENGLISH

UNIT 1

The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts from a variety of activities that promote and develop confident writing, analysis, comprehension and oral skills. The school will choose the texts for the achievement of Outcomes 1 and 2.

Outcomes

1. Identify and discuss key aspects of a set text, and to construct a response in oral or written form.

2. Create and present texts taking account of audience, purpose and context.

3. Identify and discuss either in writing and/or orally, how language can be used to persuade readers and/or viewers.

Assessment Tasks
- Persuasive Language Study
- Single Text Study
- Language Analysis
- Examination

UNIT 2

The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts. Students will respond to a variety of texts, experiment with different writing forms and use oral language in a critical and confident way with different audiences. The school will choose the texts for the achievement of Outcomes 1 and 2.

Outcomes

1. Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form.

2. Create and present texts taking account of audience, purpose and context.

3. Identify and analyse how language is used in a persuasive text and to present a reasoned point of view in an oral or a written form.

Assessment Tasks
- Content study
- Single Text Study
- Language Analysis
- Examination

UNIT 3

In this unit students will explore a range of Issues In current media texts. In doing so, they will critically analyse the language of media texts and write their own point of view on an Issue. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. Students will also study literary texts and produce written responses by exploring ideas suggested by their reading.

Outcomes

1. Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.

2. Draw on ideas and arguments suggested by a chosen context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

3. Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

Assessment Tasks
- Context Folio
- Analysis of an Issue
- Extended Written Interpretation of a Text
- Oral Presentation

UNIT 4

The focus of this unit is on students producing their own writing pieces for different purposes and audiences. Students will be reading and responding in writing to a range of texts in order to analyse their construction and
provide an interpretation. Students create written texts suggested by their reading within the chosen context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

Outcomes

1. Develop and justify a detailed interpretation of a selected text.

2. Draw on ideas and arguments suggested by a chosen context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

Assessment Tasks
- Text Response
- Sustained Written Text Created for a Specific Audience

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**ENGLISH (EAL)**

Students will be eligible for English as an Additional Language if BOTH of the following conditions are satisfied.

1. The student has been a resident of Australia for not more than seven years.

2. English has NOT been the student’s major language of instruction for more than seven years prior to Units 3 and 4.

**UNIT 1**

The focus of this unit is on the reading of a range of texts in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. EAL classes will have small numbers and more time can be allocated to Individual skill building, development of confidence in expressing opinions and assistance with grammar and pronunciation skills. The school will choose relevant texts for EAL classes for the achievement of Outcomes 1 and 2.

Outcomes

1. Identify and discuss key aspects of a set text, and to construct a response in oral or written form.

2. Create and present texts taking account of audience, purpose and context.

3. Identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

Assessment Tasks
- Text Study
- Oral Presentation
- Language Analysis

**UNIT 2**

The focus of this unit is on reading and responding to an expanded range of text types in order to analyse ways in which they are constructed and interpreted. The development of competence and confidence in creating written and responses will be continued. Students will respond to a variety of texts, experiment with different writing forms and use oral language in a critical and confident way in formal and informal settings. The school will choose relevant texts for EAL classes for the achievement of Outcomes 1 and 2.

Outcomes

1. Discuss and analyse how texts convey ways of
thinking about the characters, ideas and themes, and construct a response in oral or written form.

2. Create and present texts taking account of audience, purpose and context.

3. Identify and analyse how language is used in a persuasive text and to present a reasoned point of view in an oral or a written form.

Assessment Tasks
- Text Study
- Context Study
- Oral Presentation
- Language Analysis

UNIT 3

In this unit students will explore a range of Issues In current media texts. In doing so, they will critically analyse the language of media texts and write their own point of view on an Issue. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. Students will also study literary texts and produce written responses as well as oral responses by exploring ideas suggested by their reading.

Outcomes

1. Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.

2. Draw on ideas and arguments suggested by a chosen context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

3. Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

Assessment Tasks
- Text Response
- Sustained Written Text Created for a Specific Audience

UNIT 4

The focus of this unit is on students producing their own writing pieces for different purposes and audiences. Students will be reading and responding in writing and orally to a range of texts in order to analyse their construction and provide an interpretation. Students create written texts and oral presentations as suggested by their reading within the chosen context and explain the creative choices they have made.

Outcomes

1. Develop and justify a detailed interpretation of a selected text.

2. Draw on ideas and arguments suggested by a chosen context to create written texts for a specified audience and purpose and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

Assessment Tasks
- Text Response
- Sustained Written Text Created for a Specific Audience
This unit focuses on the ways literary texts represent human experience, ideas and views of life. The reading strategies that students need to develop in order to increase their understanding of a text are investigated. Students will respond to a range of texts personally, critically and creatively. The variety of texts studied include, poetry, prose, drama and non-print text.

Outcomes

1. Discuss how personal responses to literature are developed and justify their own responses to one or more texts.

2. Analyse and respond both critically and creatively to the ways in which one or more texts reflect or comment on the interests and ideas of individuals and particular groups in society.

3. Analyse the construction of a film, television, multimedia, or radio text and comment on the ways it represents an interpretation of ideas and experiences.

Assessment Tasks
- Personal Response to Text
- Analysis and Critical Response to Texts
- Creative Commentary
- Examination

UNIT 2

The focus of this unit is on students’ critical and creative responses to literature and to an understanding of how themes and ideas in literature relate to personal and social experiences. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text and their understandings of the ways their own culture and the cultures are represented in literature. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas.

Outcomes

1. Analyse and respond both critically and creatively to the ways a text from a past era reflects or comments on the ideas and concerns of individuals and groups at that time.

2. Produce a piece of writing with a particular focus; for example, ideas and concerns, form of the text, author, time in history, social or cultural context.

Assessment Tasks
- Critical Analysis
- Discussion of Ideas and Concepts
- Comparisons of texts
- Examination

UNIT 3

This unit focuses on the ways writers construct their work and how meanings are created. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers. A study of the ways texts represent views and values as well as the social, historical and cultural contexts of literary works.

Outcomes

1. Analyse how meaning changes when the form of a text changes.

2. Analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned.

3. Evaluate views of a text and make comparisons with their own interpretation.

Assessment Tasks
- Written Response to Text
- Interpretive Essay
- Evaluation of the Views in a Text

UNIT 4

This unit focuses on students’ creative and critical responses to texts. Students debate and consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work. In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their close reading and engagement with various
aspects of a text into a proper, substantiated response.

Outcomes

1. Respond imaginatively to a text, and comment on the connections between the text and the response.

2. Analyse critically features of a text, relating them to an interpretation of the text as a whole.

Assessment Tasks
- Imaginative Composition Based on a Text
- Textual Analysis
- Reflective Written Commentary
ART PHOTOGRAPHY
DANCE
MEDIA
MUSIC PERFORMANCE
STUDIO ARTS - ART
STUDIO ARTS - MULTIMEDIA
STUDIO ARTS - TEXTILES (FASHION)
THEATRE STUDIES
VISUAL COMMUNICATION AND DESIGN
ART - PHOTOGRAPHY

UNIT 1

This unit is designed to develop photographic skills using a range of techniques and materials. Students will be progressively refining their skills in the production of photographic art works. Students explore materials, techniques and working methods in the production of photographic art works. A study of the ways in which photographs from past and present cultures relate to the social context for which they were created and how artists choose to interpret social issues and themes is also undertaken.

Outcomes

1. Present visual solutions to set tasks through an exploration of photography, photographic techniques, processes and the use of experimentation and artistic research

2. Identify and discuss the cultural contexts of photographs, the social functions of the artwork, and the interpretation and presentation of social issues and themes in art with reference to selected photographs.

Assessment Tasks

- Written Analysis of Artworks
- Folio of Photographs with accompanying documentation

UNIT 2

This unit focuses on the development of areas of personal interest in photographic exploration. It encourages artistic development through the exploration of materials, techniques and working methods within photography. Students also study the roles of photographers, how they are portrayed in society and how photographers develop personal styles and approaches to artistic expression.

Outcomes

1. Demonstrate technical and artistic development in an area or areas of personal interest through an exploration of photographic materials, techniques and working methods.

2. Interpret and discuss artistic identity with reference to selected photographic artworks.

Assessment Tasks

- Folio of Photographs with accompanying documentation
- Written Exploration of Art in Social Contexts

UNIT 3

This unit focuses on a broad and innovative investigation including exploration and experimentation within art form(s) and/or media to develop and refine a sustained body of work. Student’s skill in interpreting artworks is developed through a study of artists and their works before and since 1970 through the application of interpretive frameworks and the comparison of artworks.

Outcomes

1. Undertake a broad and innovative investigation, trialling materials and techniques of photography in order to explore ideas, directions and personal concepts in a considered and insightful way.

2. Interpret different aspects of photographic meanings and messages and compare artworks through the application of interpretive frameworks.

Assessment Tasks

- Written Analysis Comparing Artists pre and post 1970
- Written task comparing the work of selected artists
- Folio of developmental work and one Completed Artwork

UNIT 4

This unit focuses on the continued development and final presentation of ideas developed and refined from the photographic directions explored in unit 3. The students will complete photographic art works as a ‘body of work’, which shows a progressive exploration and resolution of ideas.

Outcomes

1. Progressively realise and resolve with technical skill and awareness of aesthetic qualities a sustained and articulate body of photographic images that communicate ideas, directions and personal concepts.
2. Critically discuss commentaries on photographic artworks and apply interpretive frameworks in the analysis of selected artworks to support personal points of view about their meanings and messages.

**Assessment Tasks**

- Written analysis related to issues in art
- Written task analysing one issue in art
- Folio of developmental work and one or more finished art works

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**UNIT 1**

This unit enables students to explore the potential of the body as an instrument of expression. Students will learn about and develop technical and physical dance skills. Students will learn to apply the knowledge of the safe use and care of the body in the development of their physical skills and body actions. They explore and perform dance works originating from different dance making processes and discuss cultural influences on the movement and ideas communicated in their own and other's dances.

**Outcomes**

1. Describe and document the expressive intention, body actions and technical and physical skills used in their own and other choreographers’ dance works; and discuss cultural influences that impact on their own dance-making.

2. Choreograph and perform, solo or group dance work with a unified composition and complete structured improvisations.

3. Expressively and safely execute the body actions of a learnt solo or group dance work to communicate the intention of the choreographer.

4. Describe the safe use, maintenance and physiology of the dancer’s body, and describe methods and alignment principles, which facilitate the development of technical and physical skills.

**Assessment Tasks**

- Written Dance Analysis
- Test
- Group Dance Performance
- Choreography and Performance (solo / small group)
- Examination

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**UNIT 2**

This unit focuses on expanding students’ personal movement vocabulary and choreographic skills through the exploration of the elements of movement, time, space and energy and the study of form. Students apply their understanding of form and expression to the dance making and performing processes involved in choreographing and performing their own dance works and dance works created by others. Students are also
introduced to pre-1930 dance traditions, styles and/or works.

Outcomes

1. Analyse and discuss ways elements of movement are manipulated to communicate an expressive intention, and cultural influences on selected pre-1930 dance traditions, styles and/or dance works.

2. Choreograph, describe and perform a solo or group dance work and complete structured improvisations.

3. Expressively execute the elements of movement in a learnt solo or group dance work to communicate the choreographer’s expressive intention, through the safe use of technical and physical skills, and analyse the processes used to learn, rehearse and perform the work.

Assessment Tasks
- Written Report
- Group Performance
- Solo Performance

UNIT 3

This unit focuses on choreography, rehearsal and performance of a solo dance work and involves the physical execution of a diverse range of body actions and use of technical and performance skills. Students also learn a group dance work created by another choreographer. The dance-making and performance processes involved in choreographing, rehearsing and performing the solo dance work, and learning, rehearsing and performing the learnt group dance work are analysed.

Outcomes

1. Analyse cultural influences, movement vocabulary and the use of related phrases, movement sections, formal structures and dance design to communicate the expressive intention in prescribed solo dance works.

2. Choreograph, rehearse and perform a solo dance work using a personal movement vocabulary and technical, physical and performance skills to communicate their expressive intention, and analyse the processes used to choreograph, rehearse and perform the dance work.

3. Learn, rehearse and perform a group dance work created by another choreographer, and analyse the processes involved in learning, rehearsing and performing the work.
MEDIA

UNIT 1. REPRESENTATION AND TECHNOLOGIES OF REPRESENTATION

Students develop an understanding of the relationship between the media, technology and the representations present in media forms. They will study the relationships between media technologies, audiences and society. Students develop practical and analytical skills in the creation of meaning in media products. An exploration of the cultural impact of new media technologies will also be made.

Outcomes

1. Describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.

2. Produce and compare media representations in two or more media forms and compare the representations produced by the application of different media technologies.

3. Discuss the creative and cultural implications of new media technologies for the production and consumption of media products.

Assessment Tasks

- Written Report
- Media Analysis
- Media Production
- Examination

UNIT 2. MEDIA PRODUCTION AND THE MEDIA INDUSTRY

This unit will enable students to develop their understanding of the specialist production stages and roles within the organisation of media production. Students will participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues and developments within the framework in which Australian media organisations operate.

Outcomes

1. Demonstrate specialist production skills within collaborative media productions and reflect on the media production process.

2. Discuss media industry issues and developments relating to the production stages of a media production and specialist roles within the media industry.

3. Describe characteristics of Australian media organisations and discuss the social and industrial framework within which such organisations operate.

UNIT 3. NARRATIVE AND MEDIA PRODUCTION DESIGN

This unit provides students with opportunities to develop their understanding of film, television or radio production and story elements and learn to recognise the role and significance of narrative in such works. Students will learn how production and story elements work together to structure meaning in order to engage audiences. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They design a media production for a specific media form with the relevant specifications presented as a written planning document with visual representations.

Outcomes

1. Analyse the nature and function of production and story elements in media texts and discuss the impact of these elements on audience engagement.

2. Use a range of technical media equipment, applications and processes and evaluate the capacity of these to present ideas, achieve effects and explore aesthetic qualities in media forms.

3. Prepare and document a media production design plan in a selected media form for a specific audience.

Assessment Tasks

- Narrative Comparisons Activity
- Camera and Edit Test

UNIT 4. MEDIA PROCESS, INFLUENCE AND SOCIETY’S VALUES

This unit allows students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. In this unit students also analyse the ways in which media texts are shaped by social values and the influence of social values in the representations and structure of a media text. The nature
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

**Outcomes**

1. On completion of this unit the student should be able to prepare and perform a practised program of group and solo works.

2. On completion of this unit the student should be able to demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.

3. On completion of this unit the student should be able to identify, re-create, notate and transcribe elements of music, and describe ways in which expressive elements of music may be interpreted.

**Assessment Tasks**

- Solo Performance
- Group Performance
- Performance Technique
- Musicianship Tests

**MUSIC PERFORMANCE**

**UNIT 1**

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

Outcomes
1. On completion of this unit the student should be able to prepare and perform a musically engaging program of group and solo works
2. On completion of this unit the student should be able to demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.
3. On completion of this unit the student should be able to identify, re-create, notate and transcribe elements of music, and describe how selected elements of music have been interpreted in performance.

Assessment Tasks
- Solo Performance
- Group Performance
- Performance Technique
- Musicianship Tests
- Organisation of Sound

Unit 3
This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis. The focus for analysis in Area of Study 3 is works and performances by Australian musicians.

Outcomes
1. On completion of this unit the student should be able to present an informed, accurate and expressive performance of a program of group and solo works.
2. On completion of this unit the student should be able to demonstrate performance techniques, technical work and exercises, and discuss their relevance to the performance of selected group and/or solo works, and present an unprepared performance.
3. On completion of this unit the student should be able to identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

Assessment Tasks
- Performance
- Performance Technique
- Musicianship Test

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

Outcomes
1. On completion of this unit the student should be able to prepare and present accurate and expressive performances of informed interpretations of a program/s of group and solo works.
2. On completion of this unit the student should be able to demonstrate performance techniques, and technical work and exercises, and discuss their relevance to the performance of selected group and/or solo works, and present an unprepared performance.
3. On completion of this unit the student should be able to identify, re-create, notate and transcribe short excerpts of music, and analyse the interpretation of expressive elements of music in pre-recorded works.

Assessment Tasks
- Performance
- Performance Technique
- Theory and Aural Test
STUDIO ARTS - ART

UNIT 1. ARTISTIC INSPIRATION AND TECHNIQUES

This unit provides students with the opportunity to explore a range of ideas and a variety of sources of inspiration for practical work. A range of designs and fabrics will be explored. Students will study the work of relevant artists.

Outcomes

1. Source ideas and inspiration and use a variety of methods to translate these into art works.
2. Explore and use a variety of materials and techniques to record and develop ideas and sources of inspiration for the production of art works.
3. Discuss how artists from different times and locations have interpreted sources of inspiration and used materials and techniques in the production of art works.

Assessment Tasks
- Written Interpretation of Artistic Ideas and Materials
- Folio Tasks
- Examination

UNIT 2: DESIGN EXPLORATION AND CONCEPTS

This unit provides students with the opportunity to develop skills in design, experimentation and a variety of techniques. After generating a range of practical solutions students will undertake final practical production work (paintings, drawings, etc). The design work of relevant artists will be analysed.

Outcomes

1. Develop a design process including visual research and inquiry in order to produce a variety of artistic design explorations and a number of art works.
2. Analyse and discuss the ways in which artists from different times and locations have created aesthetic qualities in artworks, communicated ideas and developed styles.

Assessment Tasks
- Written Interpretation of Artistic Ideas and Materials
- Folio Tasks
- Exploration of Materials and Techniques through Folio

UNIT 3: Studio production and professional art practices

This unit enables students to create a folio based on a selected idea, theme or subject. Students write a work brief outlining their practical intentions. The design process inherent in the folio will allow students to explore and develop their ideas.

Outcomes

1. Prepare a work brief that formulates the content and parameters of the design process and plan how this will be undertaken
2. Present a design process that produces a range of artworks that offer solutions to the aims and ideas documented in the work brief.
3. Discuss artistic practices in the art industry and analyse ways in which artists develop distinctive styles in their artwork.

Assessment Tasks
- Extended written tasks on selected artists
- Written task analysis of artworks and appropriation
- Folio – exploration proposal, design process, potential directions, discussion statement

UNIT 4: STUDIO PRODUCTION AND ART INDUSTRY CONTEXTS

This unit has been designed to enable students to produce a folio of finished practical art works. An understanding of the role of the artist in the artistic/design industry will be explored.

Outcomes

1. Present a focus statement in visual and written form that documents how potential solutions will be used to produce a cohesive folio of finished art works. It will explain how materials and techniques are applied, and how aims, ideas and aesthetic qualities are resolved in the finished works.
2. Present a cohesive folio of finished art works. The folio is based on a skilled use of materials and techniques. The folio will include aims and aesthetic qualities, and communicate the student’s ideas.
3. Analyse and discuss roles and methods involved in the production of art and analyse and discuss current art / design industry issues.

Assessment Tasks
A range of written tasks exploring art industry contexts
Folio – reflection, evaluation, refinement of directions
Art works – between two to five finished art works (or series of artworks)

STUDIO ARTS – MULTIMEDIA

UNIT 1. ARTISTIC INSPIRATION AND TECHNIQUES

The focus of this unit is for students to work on a common theme in order to create artwork including images, 2D animations and web pages. Students explore their ideas as the bases for their exploration of a wide range of materials and techniques in multimedia as tools for translating ideas, observations and experiences into a visual form. The application of materials and techniques and interpretation of sources of inspiration by artists from different times and locations is also examined.

OUTCOMES

1. Source ideas and inspiration and use a variety of methods to translate these into visual multimedia form.

2. Explore and use a variety of multimedia materials and techniques to record and develop ideas and sources of inspiration for the production of artworks.

3. Discuss how artists from different times and locations have interpreted sources of inspiration and used materials and techniques in the production of artworks.

Assessment Tasks
- Documentation of Artistic Inspiration
- Folio of Works
- Examination

UNIT 2: DESIGN EXPLORATION AND CONCEPTS

Students work on a common theme to produce a variety of artworks including, 2D and 3D animations and interactive web pages. Students are provided with the opportunity to develop skills and knowledge in design and the use of digital multimedia techniques. Students develop their own artwork, which explores and communicates their ideas. Students also develop skills in the analysis of artworks to understand how artists experiment, create and innovate in order to find solutions to design problems.

Outcomes

1. Develop a design process including visual research and inquiry in order to produce a variety of multimedia design explorations and a number of artworks.
2. Analyse and discuss the ways in which artists from different times and locations have created aesthetic qualities in artworks, communicated ideas and developed styles.

Assessment Tasks
- Written Tasks
- Folio of Works
- Examination

UNIT 3: STUDIO PRODUCTION AND PROFESSIONAL ART PRACTICES

The focus of this unit is the implementation of a design process leading to the production of a range of potential artworks. Possible choices for student artwork include, still images, slide shows, CD ROM presentations, 2D and 3D animations and interactive web pages. A work brief is initially prepared to set out the framework for the design process. Students also examine professional art practices in relation to particular art forms and the development of distinctive styles in artworks.

Outcomes

1. Prepare a work brief that formulates the content and parameters of the multimedia design process and plan how this will be undertaken.

2. Present a design process that produces a range of potential solutions to the aims and ideas documented in the work brief.

3. Discuss art practices in relation to particular art forms and analyse ways in which artists develop distinctive styles in their artwork.

Assessment Tasks
- Extended written tasks on selected artists
- Written task analysis of artworks and appropriation
- Folio – exploration proposal, design process, potential directions, discussion statement

UNIT 4: STUDIO PRODUCTION AND ART INDUSTRY CONTEXTS

The focus of this unit is to produce a cohesive folio of finished multimedia art works developed from the design process generated in Unit 3. Visual and written documentation explaining how the potential solutions will be used to produce the folio of artworks is also prepared. Students also examine the presentation of artworks and current art industry issues, with reference to the exhibition, promotion and critique of art works.

Outcomes

1. Present a focus statement in visual and written form that documents how potential solutions will be used to produce a cohesive folio of finished multimedia artworks, how materials and techniques are applied, and how aims, ideas and aesthetic qualities are resolved in the finished artworks.

2. Present a cohesive folio of finished multimedia artworks, based on potential solutions, that skilfully apply materials and techniques, resolve the aims, ideas and aesthetic qualities, and communicate the student’s ideas.

3. Analyse and discuss roles and methods involved in the presentation of multimedia artworks and analyse and discuss current art industry issues.

Assessment Tasks
- A range of written tasks exploring art industry contexts
- Folio – reflection, evaluation, refinement of directions
- Art works – between two to five finished art works (or series of artworks)
STUDIO ARTS - TEXTILES (FASHION)

UNIT 1: ARTISTIC INSPIRATION AND TECHNIQUES

This unit provides students with the opportunity to explore a range of ideas and a variety of sources of inspiration for practical work. A range of designs and fabrics will be explored. Students will study the work of relevant fashion designers.

Outcomes

1. Source ideas and inspiration and use a variety of methods to translate these into textiles.

2. Explore and use a variety of materials and techniques to record and develop ideas and sources of inspiration for the production of textiles.

3. Discuss how designers from different times and locations have interpreted sources of inspiration and used materials and techniques in the production of clothes.

Assessment Tasks

• Documentation of Artistic Inspiration
• Folio of Works
• Examination

UNIT 2: DESIGN EXPLORATION AND CONCEPTS

This unit provides students with the opportunity to develop skills in design, experimentation and a variety of techniques. After generating a range of practical solutions, students will undertake final practical production work (street-wear, day/evening garments, accessories or wearable art). The design work of relevant artists will be analysed.

Outcomes

1. Develop a design process including visual research and inquiry in order to produce a variety of artistic design explorations and a number of garments.

2. Analyse and discuss the ways in which designers from different times and locations have created aesthetic qualities in artworks, communicated ideas and developed styles.

Assessment Tasks

• Written Interpretation of Artistic Ideas and Materials

UNIT 3: STUDIO PRODUCTION AND PROFESSIONAL ART PRACTICES

This unit enables students to create a folio based on a selected idea, theme or subject. Students write a work brief outlining their practical intentions. The design process inherent in the folio will allow students to explore and develop their ideas.

Outcomes

1. Prepare a work brief that formulates the content and parameters of the design process and plan how this will be undertaken

2. Present a design process that produces a range of textile-based artworks that offer solutions to the aims and ideas documented in the work brief.

3. Discuss artistic practices in the textile industry and analyse ways in which designers develop distinctive styles in their artwork.

Assessment Tasks

• Extended written tasks on selected artists
• Written task analysis of artworks and appropriation
• Folio – exploration proposal, design process, potential directions, discussion statement

UNIT 4: STUDIO PRODUCTION AND ART INDUSTRY CONTEXTS

This unit has been designed to enable students to produce a folio of finished practical textile-related works. An understanding of the role of the designer in the fashion industry will be explored.

Outcomes

1. Present a focus statement in visual and written form that documents how potential solutions will be used to produce a cohesive folio of finished textiles. It will explain how materials and techniques are applied, and how aims, ideas and aesthetic qualities are resolved in the finished works.

2. Present a cohesive folio of finished garments. The folio is based on a skilled use of materials and techniques. The folio will include aims and aesthetic qualities, and communicate the student's ideas.
THEATRE STUDIES

UNIT 1: THEATRICAL STYLES OF THE PRE-MODERN ERA.

Students work with playscripts from the pre-modern era, this period includes Ancient Greek, Roman, Elizabethan and Shakespearean theatre, Restoration comedies and non-Western theatre like Chinese Opera, amongst others. Students perform from certain plays and excerpts from plays by exploring the acting and staging techniques of different theatrical eras and styles. Students attend live performance and analyse and interpret scripts and productions. Students research theatrical styles through their interpretation of the play they choose to perform.

Outcomes

1. On completion of this unit the student should be able to identify and describe the distinguishing features of playscripts from the pre-modern era.

2. On completion of this unit the student should be able to apply acting and other stagecraft to interpret playscripts from the pre-modern era.

3. On completion of this unit the student should be able to analyse a performance of a playscript from the pre-modern era in performance.

Assessment Tasks

- Monologue Performance
- Performance Analysis
- Participation and Analysis of Group Work
- Presentation and Interpretation of a Theatrical Scene

UNIT 2: THEATRICAL STYLES OF THE MODERN ERA.

Students again have 3 main outcomes this time focusing on plays and performances of the modern era, or post 1880’s. Styles to be researched and plays to be interpreted and performed might come from Chekhov, Brecht, Stanislavsky, Beckett, Ibsen and others in the modern movements. Students research and also perform from certain plays, taking in all aspect of the production including the costumes, direction, lighting, appropriate acting style and a focus on the production process.

Assessment Tasks

- A range of written tasks exploring art industry contexts
- Folio – reflection, evaluation, refinement of directions
- Art works – between two to five finished art works (or series of artworks)
Outcomes

1. On completion of this unit the student should be able to identify and describe the distinguishing features of playscripts from the modern era of theatre.
2. On completion of this unit the student should be able to apply stagecraft to interpret playscripts from the modern era.
3. On completion of this unit the student should be able to analyse and evaluate stagecraft in a performance of a playscript from the modern era.

Assessment Tasks
- Monologue Performance and Interpretation
- Performance Analysis
- Participation and Analysis of Group Work
- Presentation and Interpretation of a Theatrical Scene

UNIT 3: PRODUCTION DEVELOPMENT

This unit focuses on an interpretation of a playscript through the four designated stages of production: planning, production development, production season, and production evaluation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They analyse the influence of stagecraft on the shaping of the production. Students also attend a performance selected from the prescribed Theatre Studies Unit 3 Playlist published annually in the VCAA Bulletin, and analyse and evaluate the interpretation of the playscript in the performance.

Outcomes

1. On completion of this unit the student should be able to perform an interpretation of a monologue from a playscript.
2. On completion of this unit the student should be able to develop a theatrical brief that presents an interpretation of a scene.
3. On completion of this unit the student should be able to analyse and evaluate acting in a production from the prescribed playlist.

Assessment Tasks
- Report/Essay – Interpretation of a Prescribed Theatrical Scene
- Report/Essay – Analysis and Evaluation of Acting in a Production

UNIT 4: PERFORMANCE INTERPRETATION

In this unit students study a scene and associated monologue from the Theatre Studies Performance Examination (monologue list) published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene through acting and other appropriate areas of stagecraft. Students attend a performance selected from the prescribed Theatre Studies Unit 4 Playlist published annually in the VCAA Bulletin and analyse and evaluate acting in the production.

Outcomes

1. On completion of this unit the student should be able to apply stagecraft to interpret playscripts for performance to an audience and demonstrate understanding of the stages of the production process.
2. On completion of this unit the student should be able to analyse the use of stagecraft in the development of a playscript for production, incorporating the specifications appropriate for each stage of the production process.
3. On completion of this unit the student should be able to analyse and evaluate ways in which a written playscript selected from the prescribed playlist is interpreted in its production to an audience.

Assessment Tasks
- Presentation and Performance of a Monologue
- Analysis of Historical Style and Technique
- Group Work Participation and Analysis
VISUAL COMMUNICATION AND DESIGN

UNIT 1: INTRODUCTION TO VISUAL COMMUNICATION DESIGN

This unit involves students in acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

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

Students review the contextual background of visual communication through an investigation of design styles. This research will introduce students to the broader context of the place and purpose of design.

Outcomes

1. Create drawings for different purposes using a range of drawing methods, media and materials, using the key knowledge learnt throughout the unit

2. Select and apply design elements and design principles to create visual communications that satisfy stated purposes, using key knowledge and key skills studies throughout the unit (line, shape, form, tone, texture, colour and type)

Assessment Tasks
- Instrumental Drawing package
- Pictorial Drawing Collection
- Sketch Book
- Design Folio
- Examination

UNIT 2: APPLICATIONS OF VISUAL COMMUNICATION DESIGN

This unit focuses on the application of visual communication design knowledge, thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields.

UNIT 3: DESIGN THINKING AND PRACTICE

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

They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of visual communication designers to support the development of their own work. They establish a brief and apply design thinking skills through the design process.

They will identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design.

They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field.

Outcomes

1. Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.

2. Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.

3. Engage in stages of the design process to create a visual communication appropriate to a given brief.

Assessment Tasks
- Design Folio
- Research Tasks
- Examination
This design brief and investigation work underpins the developmental and refinement work undertaken in Unit 4.

Outcomes

1. Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.

2. Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.

3. Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

Assessment Tasks
- Design Folio
- Annotated Visual Report
- Case Study Report

UNIT 4: DESIGN DEVELOPMENT AND PRESENTATION

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

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions are made against the brief to assist students with keeping their endeavours focused.

Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

Outcomes

1. Develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief.

2. Produce final visual communication presentations that satisfy the requirements of the brief.

3. Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.

Assessment Tasks
- Two Distinct Final Visual Presentations
- Folio of Conceptual Developments
- Design Brief
HEALTH AND PHYSICAL EDUCATION

HEALTH AND HUMAN DEVELOPMENT
OUTDOOR AND ENVIRONMENTAL STUDIES
PHYSICAL EDUCATION
HEALTH AND HUMAN DEVELOPMENT

UNIT 1: THE HEALTH AND DEVELOPMENT OF AUSTRALIA’S YOUTH

This unit investigates the health and human development of Australia’s youth (from twelve to eighteen years of age). In this unit students will identify issues that impact on the health and development of Australia’s youth – communicable diseases, chronic diseases, suicide, motor vehicle accidents and other injuries. Students will investigate one health issue in detail and analyse personal, community and government strategies that affect youth health and development.

Outcomes

1. On completion of this unit the student should be able to describe the dimensions of, and the interrelationships within and between, health and individual human development

2. On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development of Australia’s youth.

3. On completion of this unit the student should be able to outline health issues relevant to Australia’s youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

Assessment Tasks
- Case Study
- Written Response
- Written Report
- Examination

UNIT 2: INDIVIDUAL HUMAN DEVELOPMENT AND HEALTH ISSUES

In this unit there is a focus on the investigation of the key health and developmental issues affecting the life stages of both childhood (conception to twelve years of age) and the sixty years that comprise the stage of life known as adulthood. Key elements such as role of family and community, advances in technology, the ageing Australian population and the growing use of alternative health services will be explored.

UNIT 3: AUSTRALIA’S HEALTH

In this unit students will develop an understanding of the health status of Australians by investigating the burden of disease and the health of various population groups in Australian society. Students will use key health measures; life expectancy, mortality and morbidity rates to compare health in Australia with other developed nations. A study of the national Health Priority Areas (NHPA’s) and their intended future affects on the nation’s health will be examined.

Outcomes

1. On completion of this unit the student should be able to compare the health status of Australia’s population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status.

2. On completion of this unit the student should be able to discuss and analyse approaches to health and health promotion, and describe Australia’s health system and the different roles of government and non-government organisations in promoting health.

Assessment Tasks
- Data Analysis
- Written Response
- Test
UNIT 4: GLOBAL HEALTH AND HUMAN DEVELOPMENT

In this unit students will explore global health and human development and health sustainability. The study will compare Australia with developing nations. Students will explore and analyse reasons for differences in the health status of nations. The role of the United Nations through its Millennium Development Goals will be analysed as well as the workings of the World Health Organisation.

Outcomes

1. On completion of this unit the student should be able to analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations’ Millennium Development Goals and describe the interrelationships between health, human development and sustainability.

2. On completion of this unit the student should be able to describe and evaluate programs implemented by international and Australian government and non-government organisations in promoting health, human development and sustainability.

Assessment Tasks
- Data Analysis
- Test
- Data Analysis

OUTDOOR AND ENVIRONMENTAL STUDIES

UNIT 1: EXPLORING OUTDOOR EXPERIENCES

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Outcomes.

1. On completion of this unit the student should be able to describe motivations for participation in and personal responses to outdoor environments, with reference to specific outdoor experiences.

2. On completion of this unit the student should be able to describe ways of knowing and experiencing outdoor environments and evaluate factors that influence outdoor experiences, with reference to specific outdoor experiences.

Assessment Tasks
- Case Study Analysis
- Written Responses
- Test

UNIT 2: DISCOVERING OUTDOOR ENVIRONMENTS

In this unit students study nature’s impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise human impact on outdoor environments.
UNIT 4: SUSTAINABLE OUTDOOR RELATIONSHIPS

In this unit students explore the sustainable use and management of outdoor environments. They 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 outdoor environments to support the future needs of the Australian population.

Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ.

Outcomes

1. On completion of this unit the student should be able to evaluate the contemporary state of Australian outdoor environments, and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.

2. On completion of this unit the student should be able to analyse conflicts of interest over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

Assessment Tasks
- Multimedia Presentation
- Written Analysis and Evaluation
- Test

UNIT 3: RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.

Outcomes

1. On completion of this unit the student should be able to explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.

2. On completion of this unit the student should be able to analyse and evaluate the factors influencing contemporary societal relationships with outdoor environments, with reference to specific outdoor experiences.

Assessment Tasks
- Case Study Analysis
- Data Analysis
PHYSICAL EDUCATION

UNIT 1: BODIES IN MOTION

In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilized to provide the muscles with the energy required for movement. Students will apply biomechanical principles to improve and refine movement and prevent injury.

Outcomes.

1. Collect and analyse information from a variety of practical activities to explain how musculoskeletal, cardiovascular and respiratory systems function.

2. Collect and analyse information from a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions.

3. Observe, demonstrate and explain strategies to prevent sport injuries.

Assessment Tasks
- Participation and Lab Reports
- Analysis of Body Systems and Energy
- Report on Injury Prevention and Management
- Examination

UNIT 2: SPORTS COACHING AND PHYSICALLY ACTIVE LIFESTYLES

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching. Students are also introduced to physical activity and the role it plays in the health and wellbeing of the population. Through a series of practical activities, students will gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan.

Outcomes

1. Demonstrate knowledge of exemplary coaching skills and behaviours and explain the application of learning principles used by coaches.

2. Collect and analyse data related to levels of participation in physical activity and create strategies that promote the National Physical Activity Guidelines.

3. Explain the importance of game play and the selection of appropriate tactics and strategies in sports.

Assessment Tasks
- Participation and Lab Reports
- Written Report
- Test - Body Systems
- Test – Promotion of Physical Activity

UNIT 3: PHYSICAL ACTIVITY PARTICIPATION AND PHYSIOLOGICAL PERFORMANCE

This unit introduces students to an understanding of physical activity from a physiological and participatory perspective. Students apply various methods to assess physical activity and analyse data in relation to adherence to the National Physical Activity Guidelines. Students investigate the contribution of energy systems to performance during physical activity and explore causes of fatigue and recovery.

Outcomes

1. Analyse individual and population levels of participation in physical activity, and evaluate strategies that promote adherence to the National Physical Activity Guidelines.

2. Analyse data from practical activities to investigate major body energy systems that enable movements to occur. And explain fatigue mechanisms and recovery strategies.

Assessment Tasks
- Data Analysis- Physical Activity
- Laboratory Report- Physiology
- Test

UNIT 4: ENHANCING PERFORMANCE

In his unit, students will investigate an activity analysis in order to evaluate improvements in physical performance. Using the results of the analysis, they can then investigate the required fitness components and participate in a training program designed to improve any selected components. Students will learn to critically evaluate different techniques and practices that can be used to enhance performance. Students will look at the rationale for
the banning or inclusion of various practices from sporting competitions.

Outcomes

1. Plan, implement and evaluate training programs to enhance specific physical fitness.

2. Analyse and evaluate strategies designed to enhance performance or promote recovery.

Assessment Tasks
- Written Evaluation of a Training Course
- Case Study Analysis
- Test
HUMANITIES

ACCOUNTING
AUSTRALIAN & GLOBAL POLITICS
BUSINESS MANAGEMENT
HISTORY – TWENTIETH CENTURY
HISTORY – REVOLUTIONS
LEGAL STUDIES
PHILOSOPHY
UNIT 1: ESTABLISHING AND OPERATING A SERVICE BUSINESS

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit. Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

Outcomes

1. On completion of this unit the student should be able to describe the resources required, and explain and discuss the knowledge and skills necessary, to set up a small business.

2. On completion of this unit the student should be able to identify and record the financial data, and report and explain accounting information, for a sole proprietor of a service business.

Assessment Tasks

- Folio of Exercises
- Assignment
- Topic Tests
- Examination

UNIT 2: ACCOUNTING FOR A TRADING BUSINESS

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business. Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

Outcomes

1. On completion of this unit the student should be able to record financial data and report accounting

2. On completion of this unit the student should be able to record financial data and report accounting information for a single activity sole trader using a commercial accounting software package, and discuss the use of ICT in the accounting process.

3. On completion of this unit the student should be able to select and use financial and non-financial information to evaluate the performance of a business and discuss strategies that may improve business performance.

Assessment Tasks

- Folio of Exercises
- Case Study
- Topic Tests
- Examination

UNIT 3: RECORDING AND REPORTING FOR A TRADING BUSINESS

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

Outcomes

1. On completion of this unit the student should be able to record financial data for a single activity sole trader using a double entry system, and discuss the function of various aspects of this accounting system.

2. On completion of this unit the student should be able to record balance day adjustments and prepare and interpret accounting reports.

Assessment Tasks

- Recording Financial Data
- Reporting and Interpreting Accounting Information

UNIT 4: CONTROL AND ANALYSIS OF BUSINESS PERFORMANCE

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial
and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets from cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

Outcomes
1. On completion of this unit the student should be able to record financial data using double entry accounting and report accounting information using an accrual-based system for a single activity sole trader, and discuss the function of various aspects of this accounting system.

2. On completion of this unit the student should be able to prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business.

Assessment Tasks
- Test – Financial Data
- Test – Evaluation of Budgets
- Variance Reports

AUSTRALIAN & GLOBAL POLITICS

AUSTRALIAN & GLOBAL POLITICS

- UNITS 1 & 2

UNIT 1: THE NATIONAL CITIZEN

Students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of democracy is studied, as well as the operation and nature of contemporary Australian representative democracy. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. The ways in which political power is exercised and how that power is challenged and resisted by others is explored. Students also examine the role and influence of social and political movements as methods of organising political ideas and action.

VCE Australian Politics is contemporary in focus. The focus of this study is the twenty-first century and current events, however historical events, examples and illustrations may provide students with contextual understanding and may provide unique examples of the workings of the Australian political system.

Outcomes
1. Describe and analyse the nature and purpose of politics and power in a broad sense and in the context of contemporary Australian democracy

2. Explain why people seek political power, and the major political ideologies that influence political involvement and political movements

Assessment Tasks
- Analysis of Visual Materials
- Written Research Report
- Case Study
- Essay
- Examination

UNIT 2: THE GLOBAL CITIZEN.
Students examine their place within the global community through considering the debate over the existence of the ‘global citizen’. They explore the myriad ways their lives have been affected by the increased interconnectedness – the global threads – of the world through the process of globalisation. Students will also consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability.

This unit is concerned with contemporary issues and events, the focus will be on the twenty-first century when choosing particular examples and case studies.

**Outcomes**

1. Identify the ways in which the lives of citizens in the twenty-first century are interconnected globally

2. Describe and analyse the extent to which the international community is cohesive, and whether it can effectively manage cooperation, conflict and instability in relation to selected case studies.

**Assessment Tasks**

- Analysis of Visual Materials
- Written Research Report
- Case Study
- Essay
- Examination

**UNIT 3: GLOBAL ACTORS**

Students investigate the key global actors in twenty-first century global politics. They will use contemporary evidence to analyse the key global actors (key nations as well as key organisations such as the United Nations, International Monetary Fund and World Trade Organisation) and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives. For the purposes of this study, the term ‘non-state actors’ covers a range of global actors: altruistic non-governments organisations (NGOs), for example Amnesty International and Greenpeace; organised religions; terrorist movements and organised crime syndicates. This unit is concerned with contemporary issues and events, the focus will be on the twenty-first century when choosing particular examples and case studies.

**Outcomes**

1. Analyse two global political issues from a range of perspectives and evaluate the effectiveness of global actors’ responses to these issues.

2. Explain the characteristics of two contemporary global crises (environmental degradation, a conflict within a nation, a conflict between nations or economic instability) and evaluate the effectiveness of responses to these.

**Assessment Tasks**

- Short and Extended Responses
- Short and Extended Responses / Essay
UNIT 1: SMALL BUSINESS MANAGEMENT

Small rather than large businesses make up the vast majority of all businesses in the Australian economy. At the forefront of every business are people. This unit provides students with the opportunity to explore the operations of a small business and its likelihood of success. An investigation of how resources are managed in order to provide for the achievement of the objectives of the organisation will be undertaken. Students will be involved in the planning and operating of a small business of their own.

Outcomes
1. Explain and apply a set of generic business concepts to a range of businesses.
2. Apply decision-making and planning skills and evaluate the successful management of an ethical and socially responsible small business.
3. Discuss one or more of the day to day operations associated with an ethically and socially responsible small business and apply the operation/s to a business situation.

Assessment Tasks
- Application Exercises
- Tests and Extension Activities
- Examination

UNIT 2: COMMUNICATION AND MANAGEMENT

This unit focuses on the importance of effective communication in achieving business objectives. Students develop knowledge of fundamental aspects of business communication and are introduced to skills related to its effective use in different contexts. An investigation of the role and importance of marketing, market research and market description will be undertaken.

Outcomes
1. Explain and apply a range of effective communication methods used in business-related situations.
2. Apply and analyse effective marketing strategies and processes.
3. Apply public relations strategies to business related situations and analyse their effectiveness.

Assessment Tasks
- Case Studies of Businesses
- Marketing Exercise
- Tests
- Examination

UNIT 3: CORPORATE MANAGEMENT

In this unit students investigate how large-scale business organisations operate. Students will examine environments, both internal and external, in which large scale operations conduct their business. Students will then focus on aspects of individual business’ internal environment and how the operations of the business are managed. Student will develop an understanding of the complexity and challenge of managing large scale organisations and have the opportunity to compare theoretical perspectives with practical applications.

Outcomes
1. Discuss and analyse the context in which large scale organisations operate.
2. Discuss and analyse major aspects of the internal environment of large scale organisations.
3. Discuss one or more of the day to day operations associated with an ethically and socially responsible small business and apply the operation/s to a business situation.

Assessment Tasks
- Test – Large Scale Organisations
- Test – Internal Organisation of large Scale Organisations
- Test – Management Operations

UNIT 4: MANAGING PEOPLE AND CHANGE

This unit continues the examination of corporate management. It commences with a focus on the study of human resource management. It then progresses to the analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

Outcomes
1. Analyse and evaluate practices and processes related to human resource management.
2. Analyse and evaluate the management of change in large-scale organisations.

Assessment Tasks
- Case Study Report
- Test
HISTORY

TWENTIETH CENTURY HISTORY
UNITS 1 & 2

UNIT 1: TWENTIETH CENTURY HISTORY 1900–1945

The first half of the twentieth century was marked by significant change. In this unit students consider the way that societies responded to these changes and how they affected people’s lives. Significant historical issues such as the First and Second World Wars, the Spanish Civil War and the end of much of Europe’s monarchies are studied, as well as their impacts upon society in Australia.

Outcomes
1. Analyse and explain the development of a political crisis and conflict in the period 1900 to 1945.
2. Analyse and discuss patterns of social life and the factors which have influenced changes to social life in the first half of the twentieth century.
3. On completion of this unit the student should be able to analyse the relationship between the historical context and a cultural expression of the period from 1900 to 1945.

Assessment Tasks
- Analysis of Graphic
- Essay – Causes of World War One
- Examination

UNIT 2: TWENTIETH CENTURY HISTORY 1945–2000

This unit considers some of the major themes and principal events of post–World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings. A major study of the Vietnam War and its influence on Australian families, society and internal politics is studied.

Outcomes
1. Analyse and discuss how post-war societies used ideologies to legitimise their worldview and portray competing systems.
2. Evaluate the impact of a challenge/s to established social, political and/or economic power during the second half of the twentieth century.
3. Analyse issues faced by communities arising from political, economic and/or technological change.

Assessment Tasks
- Research Project
- Film Analysis
- Oral Presentation
- Essay
- Examination

HISTORY REVOLUTIONS
- UNITS 3 AND 4

UNITS 3 AND 4: REVOLUTIONS

Students study two revolutions, the Russian and Chinese communist revolutions. Both these nations are amongst the largest on earth in terms of physical size, population and influence. In these studies students investigate how both nations broke radically from their pasts and embarked on programs of profound social and political changes that are still well in evidence today. Consideration of different perspectives will be studied and the reasons why different groups have made different judgments during the history of these revolutions will be covered.

Outcomes
1. Evaluate the role of ideas, leaders, movements and events in the development of the revolution.
2. Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution.

Assessment Tasks
- Historiography of Russian and Chinese Revolutions
- Analyses Exercises
- Essays
UNIT 1: CRIMINAL LAW IN ACTION

This unit explores the need for laws in society. Students will investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through an investigation of cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament in law making.

Outcomes
1. Explain the need for effective laws and describe the main sources and types of laws in society.
2. Explain the key principles and types of criminal law, apply key principles to selected cases and discuss the impact of criminal activity on the individual and society.
3. Describe the processes for the resolution of criminal cases and discuss the capacity of these process to achieve justice.

Assessment Tasks
- Legal Folio and Reports
- Application Exercises
- Test
- Examination

UNIT 3: LAW-MAKING

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

Outcomes
1. Describe the role and effectiveness of parliament as a law-making body, evaluate the need for change in the law and analyse the ways in which change can be influenced.
2. Explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, and evaluate the effectiveness of the Commonwealth Constitution in protecting democratic and human rights.
3. Describe the role and evaluate the effectiveness of the courts in law-making and their relationship with parliament.

Assessment Tasks
- Structured Questions – Parliament
- Structured Questions – Constitution
- Structured Questions – Courts

UNIT 2: ISSUES IN CIVIL LAW

This unit focuses on the rights that are protected by civil law and the obligations that laws impose. Investigations of civil laws, related cases and issues will be undertaken so that an appreciation of the role of civil law in society will be gained. As well as the judicial procedure to resolve civil disputes, the unit also investigates the alternative avenues of dispute resolution and their effectiveness. This unit provides students with the opportunity to explore specific areas of law and to analyse contemporary legal issues.

Outcomes
1. Explain the principles of civil law, law making by courts and elements of torts and apply these to cases.
2. Evaluate the processes for the resolution of civil dispute.
3. Explain one or more areas of civil law and discuss the legal system’s capacity to respond to issues and disputes.
4. Describe an Australian case illustrating rights, issues and the impact of the case on the legal system.

Assessment Tasks
- Legal Folio and Reports
- Civil Action Presentation
- Tests
- Examination

UNIT 4: RESOLUTION AND JUSTICE

This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution with a view to comparing and evaluating the operation of the various dispute resolution methods. Students develop an understanding of criminal and civil trial processes and procedures that operate within the Victorian legal system. The current operation of the jury system in criminal and civil trials will be examined and students will also review the operation of the adversary system, giving consideration to its strengths and weaknesses. Students evaluate the effective operation of the Victorian legal system and make recommendations for possible improvement and reform.

Outcomes
1. Describe and evaluate the effectiveness of institutions for the resolution of civil disputes and criminal cases and of alternative dispute resolution methods.

2. Explain the elements of an effective legal system, and evaluate the processes and procedures for the resolution of criminal cases and civil disputes and discuss their effectiveness.

**Assessment Tasks**
- Structured Questions – Criminal Trials
- Structured Questions – Civil Trials
- Structured Questions – Jury System

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**PHILOSOPHY**

**UNIT 1: EXISTENCE, KNOWLEDGE AND REASONING**

In Philosophy students will be able to explore and study the ways in which people have made sense of their existence. This unit focuses on metaphysics, epistemology, and logic and reasoning. What is the relationship between the mind and the body? How do we form an identity? What is ‘true’ knowledge – is a belief in science fundamentally different to a belief in witchcraft? These and other key philosophical questions are studied. The key skill of analysis of argument and the use of appropriate terminology when undertaking analysis and evaluation is introduced.

**Outcomes**
1. Analyse and evaluate philosophical viewpoints in set texts
2. Critical comparison of viewpoints and arguments
3. Application of knowledge to contemporary debates.

**Assessment Tasks**
- Short Written response
- Oral Presentation
- Essay
- Examination

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**UNIT 2: ETHICS AND PHILOSOPHICAL INVESTIGATION.**

In this unit investigations will be made into the values by which people live their lives. Daily life continually presents individuals with choices, but which are the ‘right’ choices to make? How can we know what actually is ‘right’ and what actually is ‘wrong’? The key skills explored include the ability to recognise and describe errors of reasoning. The philosophical method of inquiry is explored.

**Assessment Tasks**
- Written Responses
- Examination

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**UNIT 3: THE GOOD LIFE.**

In this unit students explore ideas concerning the nature of a ‘good life’, as developed by both ancient and modern philosophers, Students will explore and contrast ideas and notions from ancient Greek philosophy to Christianity, Buddhism and Confucianism. Students undertake a critical
comparison of the similarities and differences between the arguments and viewpoints related to the good life in the set texts

Assessment Tasks
- Short Written Response
- Oral Presentation
- Essay

UNIT 4: MIND, SENSE AND KNOWLEDGE.

In this unit students explore areas of contemporary philosophical debate concerning mind, sense and knowledge, and their historical development. A comparison between more contemporary philosophy and historical philosophy is made by the study and analysis of set texts.

Assessment Tasks
- Short Written Response – nature of the mind
- Essay
- Short Written Response – nature of knowledge
- Essay
LANGUAGES OTHER THAN ENGLISH

LANGUAGE - JAPANESE
LANGUAGE - ITALIAN
The study of a Language contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge.

It provides access to the culture of which uses the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The ability to communicate in another language can greatly assist in the understanding of student’s own culture and can positively impact upon their study and understanding of the structure of the English language.

All VCE Language subjects receive a 10% study score bonus for the calculation of the ATAR.

Structure
All Language studies are made up of four units, each involving at least 50 hours of scheduled classroom instruction.

UNIT 1
The three outcomes for Unit 1 are:

1. Establish and maintain a spoken or written exchange related to personal areas of experience.
2. Listen to, read and obtain information from spoken and written texts.
3. Produce a personal response to a text focusing on real or imaginary experience.

Assessment Tasks
- Oral Presentation
- Listening and Reading Exercises
- Personal Account exercise
- Examination

UNIT 2
The three outcomes for Unit 2 are:

1. Participate in a spoken or written exchange related to making arrangements and completing transactions.
2. On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.
3. On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

Assessment Tasks
- Oral Presentation
- Listening and Reading Exercises
- Personal Account exercise
- Examination

UNIT 3
The three outcomes for Unit 3 are:

1. On completion of this unit the student should be able to express ideas through the production of original texts.
2. On completion of this unit the student should be able to analyse and use information from spoken texts.
3. On completion of this unit the student should be able to exchange information, opinions and experiences.

Assessment Tasks
- Analysis and use of information from written texts.
- Critical Response to spoken and written texts

UNIT 4
The two outcomes for Unit 4 are:

1. On completion of this unit the student should be able to analyse and use information from written texts.
2. On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Japanese-speaking communities.

Assessment Tasks
- Analysis and use of information from written texts.
- Critical Response to spoken and written texts
MATHEMATICS

GENERAL MATHEMATICS A
GENERAL MATHEMATICS B
FOUNDATION MATHEMATICS
FURTHER MATHEMATICS
MATHEMATICAL METHODS
SPECIALIST MATHEMATICS
GENERAL MATHEMATICS

GENERAL MATHEMATICS
- UNITS 1 & 2

General Mathematics provides courses of study for a broad range of students and may be implemented in a number of ways. At Footscray City College two different forms of General Mathematics are offered

1. General Mathematics (Further) – for students who wish to only study Units 3, 4 Further Mathematics in Year 12 or who wish not to study any Mathematics in Year 12.

2. General Mathematics (Advanced) – for students who will be studying Mathematical Methods in Years 11 and/or 12. This unit is also designed to assist in providing background knowledge and skills for students for may wish to study Specialist Mathematics in Year 12.

GENERAL MATHEMATICS A
- UNITS 1 & 2

This Course has been designed for students as background for Year 12 Further mathematics only. It is therefore a proper course of study for students who wish to pursue Year 12 Further Mathematics, or for students who wish not to pursue a Year 12 mathematics subject. Topics that will be studied include; arithmetic, algebra, descriptive statistics, mensuration, bivariate data, trigonometry, function and graphs and sequences and series.

Outcomes
1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.

2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

3. Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

Assessment Tasks
• Applications Investigations
• Problem Solving and Modelling Tasks
• Topic Tests
• Examination

GENERAL MATHEMATICS B
- UNITS 1 & 2

This course has been designed for students who wish to pursue mathematics to a higher level in Year 12. The topics covered will be relevant to the further study of VCE Mathematical Methods and/or Specialist Mathematics in Year 12. Topics that will be studied include; algebra, descriptive statistics, mensuration, bivariate data, trigonometry, function and graphs, sequences and series and probability and combinations. The appropriate use of technology to support and develop the learning of mathematics is to be incorporated throughout the course. This will include the use of : graphics calculators, spreadsheets, and graphing packages.

Outcomes
1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.

2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

3. Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

Assessment Tasks
• Applications Investigations
• Problem Solving and Modelling Tasks
• Topic Tests
• Examination
FOUNDATION MATHEMATICS - UNITS 1 & 2

Foundation Mathematics is designed for students who will not be choosing to study any mathematics in Year 12. In this study there is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. Students are encouraged to use appropriate technology in all areas of their study. This is a study that can provide a level of flexibility and individuality for the needs of each student. It is particularly relevant for students who opt to undertake VCAL, or for students who desire a ‘real world’ practical knowledge of mathematical principals. The areas of study for Units 1 and 2 of Foundation Mathematics are 'Space, shape and design', 'Patterns and number', 'Handling data' and 'Measurement'.

Outcomes
1. Confidently and competently use mathematical concepts and skills from the areas of study.

2. Apply and discuss mathematical procedures to solve practical problems in familiar and new contexts, and communicate their results.

3. Select and use technology to apply mathematics in a range of practical contexts.

Assessment Tasks
- Applications Report
- Assignments and Tests
- Technology Tasks

UNIT 1: MATHEMATICAL METHODS

The areas of study for Unit 1 are ‘Functions and graphs’, ‘Algebra’, ‘Rates of change and calculus’ and ‘Probability’. The functions and graphs studied include; geometric shapes, motion and growth models. The algebra studied includes; solving simultaneous equations including factoring and the use of graphic calculators. Students are expected to be able to apply techniques, routines and processes involving arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration. Students are encouraged to use graphics calculators, spreadsheets, statistical software, graphing packages or computer algebra systems as applicable across the areas of study, both in the learning of new material and the application of this material in a variety of different contexts.

Outcomes
1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.

3. Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment Tasks
- Applications Investigations
- Problem Solving and Modelling Tasks
- Topic Tests
- Examination

UNIT 2: MATHEMATICAL METHODS

The areas of study for Unit 2 are ‘Functions and graphs’, ‘Algebra’, ‘Rates of change and calculus’, and ‘Probability’. Unit 2 is organized so that there is a clear progression of knowledge and skills from Unit 1 to each area of study. Students are expected to be able to 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 technology, as
applicable. Students should be familiar with relevant mental and by hand approaches in simple cases.

Outcomes
1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.

3. Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment Tasks
- Applications Investigations
- Problem Solving and Modelling Tasks
- Topic Tests
- Examination

UNIT 3 AND 4: MATHEMATICAL METHODS

Mathematical Methods Units 3 and 4 consists of the following areas of study: ‘Functions and graphs’, ‘Calculus’, ‘Algebra’ and ‘Probability’ which must be covered in progression from Unit 3 to Unit 4.

Unit 3.
A study of Mathematical Methods will include a selection of content from the areas of study ‘Functions and graphs’, ‘Algebra’ and ‘applications of derivatives and differentiation’.

Unit 4
The content from the ‘Calculus’ area of study will include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content. Students are expected to be able to 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 technology, as applicable. Students should be familiar with relevant mental and by hand approaches in simple cases.

Outcomes
1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
FURTHER MATHEMATICS
- UNITS 3 & 4

Further Mathematics consists of a compulsory core area of study ‘Data analysis’ and then a selection of three from six modules in the ‘Applications’ area of study. Unit 3 comprises the ‘Data analysis’ area of study which incorporates a statistical application task, and one of the selected modules from the ‘Applications’ area of study. Unit 4 comprises the two other selected modules from the ‘Applications’ area of study.

Assumed knowledge and skills for the ‘Data analysis’ area of study are contained in the topics: Univariate data, Bivariate data, Linear graphs and modelling, and Linear relations and equations from General Mathematics Units 1 and 2.

The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout the units. This will include the use of some of the following technologies for various areas of study or topics: graphics calculators, spreadsheets, graphing packages, statistical analysis systems, dynamic geometry systems, and computer algebra systems. In particular, students are encouraged to use graphics calculators, spreadsheets or statistical software in ‘Data analysis’, dynamic geometry systems in ‘Geometry and trigonometry’ and graphics calculators, graphing packages or computer algebra systems in the remaining areas of study, both in the learning of new material and the application of this material in a variety of different contexts.

Unit 3 Outcomes
1. Define and explain key terms and concepts as specified in the content from the areas of study, and use this knowledge to apply related mathematical procedures to solve routine application problems.

2. Use mathematical concepts and skills developed in the ‘Data analysis’ area of study to analyse a practical and extended situation, and interpret and discuss the outcomes of this analysis in relation to key features of that situation.

3. Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in the area of study ‘Data analysis’ and the selected module from the ‘Applications’ area of study.

Assessment Tasks
- Applications Investigations
- Topic Tests

Unit 4 Outcomes
1. Define and explain key terms and concepts as specified in the content from the ‘Applications’ area of study, and use this knowledge to apply related mathematical procedures to solve routine application problems.

2. Apply mathematical processes in contexts related to the ‘Applications’ area of study, and analyse and discuss these applications of mathematics.

3. Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches related to the selected modules for this unit from the ‘Applications’ area of study.

Assessment Tasks
- Assignment
- Item Analysis Task
- Application Task
- Tests
Specialist Mathematics is only available to students who have successfully completed Unit 1, 2 of Mathematical Methods. Students who wish to select this subject will need to select Units 3, 4 of Mathematical Methods as well, the work done in this subject supports similar work being undertaken in Units 3, 4 of Mathematical Methods.

The Specialist Mathematics course consists of the following areas of study: ‘Functions, relations and graphs’, ‘Algebra’, ‘Calculus’, ‘Vectors’ and ‘Mechanics’. This material is covered in progression from Unit 3 to Unit 4. The units in Specialist Mathematics are designed so that a progressive development of knowledge and skills is undertaken over the course of the year. In Unit 3 areas covered are from ‘functions, relations and graphs’ and a selection of material from the ‘Algebra’, ‘Calculus’ and ‘Vectors’ areas of study. In Unit 4 this selection would typically consist of the remaining content from the ‘Algebra’, ‘Calculus’, and ‘Vectors’ areas of study and the content from the ‘Mechanics’ area of study.

Students are expected to be able to apply techniques, routines and processes, involving rational, real and complex arithmetic, algebraic manipulation, diagrams and geometric constructions, solving equations, graph sketching, differentiation and integration related to the areas of study, as applicable.

Outcomes
1. Define and explain key terms and concepts and apply a range of related mathematical routines and procedures. It is expected that students will be able to use technology as applicable in the solution of problems, as well as apply routines and procedures by hand.

2. Apply mathematical processes, with an emphasis on general cases, in non-routine, contexts and analyse and discuss these applications of mathematics.

3. Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment Tasks
- Tests
- Single Problem Solving Task / Modelling Application Task
UNIT 1: UNITY AND DIVERSITY

The common requirements needed by all living things are studied, these Include energy, food nutrients and important gases such as oxygen. Students also study the activities of cells and their structure and function at the microscopic level. The contents of cells, cell division, the transport of materials into and out of cells are investigated. Students are encouraged to conduct practical investigations including their own design to assist them to develop knowledge and understanding and to illustrate concepts.

Outcomes
1. Design, conduct and report on a practical investigation related to cell structure, organisation and processes.

2. Describe and explain the relationship between features and requirements of living organisms and how these are used to construct biological classification systems.

Assessment Tasks
- Practical Reports
- Student Designed Practical Report
- Tests
- Examination

UNIT 2: ORGANISMS AND THEIR ENVIRONMENT

In this unit students study environmental factors common to all habitats and investigate the structure and functioning of living things that enable them to survive. Plant growth responses are investigated, as well as animal behaviours and structures that assist in their survival. Reproductive adaptations are used to study individual and group behaviours of animals. Relationships and energy flows between living things are studied within the framework of ecosystems are studied. Students are required to conduct fieldwork.

Outcomes
1. Explain and analyse the relationship between environmental factors, and adaptations and the distribution of living things.

2. Design, conduct and report on a field investigation related to the interactions between living things and their environment, and explain how ecosystems change over time.

Assessment Tasks
- Practical Reports
- Responses to Media Articles
- Class Exercises
- Tests
- Examination

UNIT 3: SIGNATURES OF LIFE

In this unit students investigate the significant role that proteins perform in cell functioning. They explore how technological advances have provided improved knowledge and understanding of the roles proteins play in cell functioning. The study of the structure and function of DNA leads students to investigate how proteins are produced in living cells. Specific examples of the applications of molecular biology are included. A study of coordination and regulation in living things is undertaken, this includes, the immune response, how signalling systems In living things occur (nerves and hormones), disorders of the immune response and how living things coordinate their Internal functioning.

Outcomes
1. Analyse and evaluate evidence from practical investigations related to biochemical processes.

UNIT 4: CONTINUITY AND CHANGE

In this unit students focus on genetics and investigate individual molecular units of inheritance (genes) and the genomes of individuals and species. The study of the Inheritance of genes between generations is
CHEMISTRY

UNIT 1: THE BIG IDEAS OF CHEMISTRY

The study of chemistry involves the study of the internal structure of the atom, the ways atoms bond together to form compounds and how atoms behave and have properties that show the relationships between them that form the groupings in the Periodic Table. It also involves learning and using the language of chemistry, its symbols, formulas and equations. Investigations by gathering data from practical experiments are made on the development of new materials and their importance in our lives. Such materials as alloys, fibres, polymers, ceramics, biological polymers, films and coatings are investigated. Students are introduced to the development and application of ‘smart’ materials. Developing new materials has escalated with the use of synchrotron science that explores atomic behaviour at an ever decreasing size.

Outcomes
1. Explain how evidence is used to develop or refine chemical ideas and knowledge.

2. Use models of structure and bonding to explain the properties and applications of materials.

Assessment Tasks
- Periodic Table Report
- Laboratory Practical Reports
- Tests
- Examination

UNIT 2: ENVIRONMENTAL CHEMISTRY

Students continue to use and develop the language of chemistry in order to investigate the chemical properties of living things. Life on earth has evolved to use water and the gases of the atmosphere in the chemical reactions that sustain them. Water is used in life to carry out energy producing reactions, the dissolving of nutrients and the transport of wastes. The atmosphere provides life-giving gases, temperatures that sustain life, and gives protection from harmful radiation. Students will investigate how chemistry is used to respond to a range of human activities that impact on living things and the environment (acid rain, ozone depletion, global...
warming, smog pollution, salinity and photochemical smog). Quantitative chemical calculations play an essential role in these tasks and students are introduced to the types of calculations used every day by analytical chemists.

**Outcomes**

1. Write balanced equations and apply these to laboratory investigations of reactions involving acids and bases, the formation of precipitates and gases, and oxidants and reductants.

2. Explain how chemical reactions and processes occurring in the atmosphere help to sustain life on earth.

**Assessment Tasks**

- Written Assignment
- Laboratory Practical Reports
- Tests
- Examination

**UNIT 3: CHEMICAL PATHWAYS**

In this unit students investigate organic reactions and the chemistry of particular organic molecules. A detailed investigation of the structure and bonding of organic molecules is undertaken as well as investigations of an analytical nature into the properties of organic molecules. Chemical analysis is explored in terms of its importance to the forensic scientist, the quality control chemist at a food manufacturing plant, the organic chemist synthesizing new medicines, the geologist in the field, and the environmental chemist monitoring the health of a waterway. As a result, an understanding of the chemistry is necessary in learning how and why analytical techniques work. Such techniques include, gas chromatography and mass spectrometry. State of the art analytical tools such as the Australian synchrotron will be studied which enables investigation of the properties of materials and chemical reactions at the micro level. Students will continue and extend their use of the language and symbols of chemistry, and chemical formulas and equations to explain observations and data collected from experiments.

**Outcomes**

1. Evaluate the suitability of techniques and instruments used in chemical analyses.

2. Identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules.

**Assessment Tasks**

Laboratory Practical Reports

Investigation – Qualitative and Quantitative Analysis

Investigations – Organic Pathways

**UNIT 4: CHEMISTRY AT WORK**

In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Students explore how an understanding of these reactions is used to obtain optimum conditions in the industrial production of a selected chemical. Such Investigations Include study of a range of energy production sources, including coal to generate electricity and gas for heating, oil for transport, and solar and wind for small and large scale production of electricity. Students investigate how energy is produced from available resources and consider the efficiencies, advantages and disadvantages of each energy resource. Galvanic cells and electrolytic cells are studied in how they transform chemical energy into electrical energy. Students investigate their operating principles, both in the laboratory and in important commercial and industrial applications including fuel cells for appliances such as mobile phones, CD players, personal computers, and in larger scale systems such as cars and motor bikes, and in the production of chemicals. Students will continue to use the language and symbols of chemistry, and chemical formulas and equations to explain observations and data collected from experiments.

**Outcomes**

1. Analyse the factors that determine the optimum conditions used in the industrial production of a selected chemical.

2. Analyse chemical and energy transformations occurring in chemical reactions.
PHYSICS

UNIT 1. HEAT, LIGHT, RADIOACTIVITY AND NUCLEAR ENERGY

This unit focuses on the study of physics as a human endeavour in which observations and ideas about the physical world have been organised and explained. Conceptual models are introduced and used to describe and explain observed natural phenomena related to light and radioactivity. Students will undertake investigations into the wave like properties of light, nuclear and radioactive physics and one of astronomy, nuclear energy or medical physics.

Outcomes
1. Describe a wave model of energy transfer and apply it to light phenomena.

2. Describe the uses and effects of nuclear reactions and radioactivity in industry, the environment and the general community.

3. Describe and explain the physical properties and observations of one of the following. Star / planetary motion, physics used in medical diagnostic tests or energy productions from nuclear reactions.

Assessment Tasks
- Laboratory Practical Investigations
- Report on Scientific Phenomena
- Textbook Exercises
- Examination

UNIT 2. MOVEMENT AND ELECTRICITY

This unit focuses on the particle model of matter and ideas about energy transfers and transformations that are relevant to the study of electricity, movement and nuclear radioactivity physics. The application of models is used to explain phenomena related to movement and electricity. The unit promotes the development of student’s abilities to use the language and conventions of physics in order to explain everyday phenomena.

Outcomes
1. Describe and explain the movement of particles and bodies in terms of the theories of Aristotle, Galileo and Newton.

2. Apply a basic DC circuit model to simple battery operated devices, car and household (AC) electrical systems; and describe the safe and effective use of electricity by individuals and the community.

3. An investigation and description of one of the following. Investigate the origin of the universe, alternative energy sources or an aspect of aerospace technology.

Assessment Tasks
- Test – Motion in One and Two Dimensions
- Student Designed Practical Investigation

UNIT 3. SOUND, ELECTRONIC AND ELECTRICAL POWER.

This unit focuses on the technologies that underpin communications and industry with studies in sound, electronics and photonics. Motion in two dimensions is introduced and applied to moving objects on Earth and in space and applied to analyse the motion of the Moon, the planets and satellites. Electrical circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonics devices introduced.

Outcomes
1. Use the Newtonian model in one and two dimensions to describe and explain transport motion and related aspects of safety, and motion in space.

2. Compare and explain the operation of electronic and photonic devices, and analyse their use in domestic and industrial systems.

3. A detailed investigation and description of one of the following. Investigations into Einstein’s theory of relativity, Investigations into materials and their use in structures, or further investigations in AC to DC voltage regulated power supply systems.

Assessment Tasks
- Test – Motion in One and Two Dimensions
- Student Designed Practical Investigation
UNIT 4. ELECTROMAGNETISM, LIGHT AND ENERGY

This unit focuses on the development of models to explain complex interactions of light and matter. A field model of electromagnetism is applied to the generation, distribution and use of electric power. The detailed studies provide examples of innovative technologies used for research and communication.

Outcomes
1. Explain the operation of electric motors, generators and alternators and the generation, transmission, distribution and use of electric power.

2. Use wave and photon models to explain interactions of light and matter and the quantified energy levels of atoms.

3. A detailed investigation and description of one of the following. Investigations into the basic design and operation of a synchrotron, investigation of photon and wave models of light, or investigations into a wave model of sound and a field model of electromagnetism to describe and evaluate the recording and reproduction of sound.

Assessment Tasks
- Student designed extended practical investigation
- A series of tests
- Data Analysis / Multimedia Presentation in response to a media article

PSYCHOLOGY

UNIT 1. INTRODUCTION TO PSYCHOLOGY

This unit gives students are introduced to the development of psychology from its philosophical beginnings to the scientific study of the human mind and behaviour. Students will explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology. An examination of psychological theories used to predict and explain the human mind and behaviours will be undertaken.

Outcomes
1. Describe how research has informed different psychological perspectives used to explain human behaviour and explain visual perception through these perspectives.

2. Describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.

Assessment Tasks
- Annotated Folio
- Presentation
- Examination

UNIT 2. SELF AND OTHERS

In this unit students learn about differences between individuals in intelligence and personality, however conceptions of intelligence and personality and their methods of assessment are contested. Differences between individuals, groups and cultures can be analysed in varied ways through different psychological perspectives informed by classic and modern theories. Students will also analyse research methods associated with classic and modern theories, models and studies. Students will be expected to apply appropriate research methods when undertaking their own investigations.

Outcomes
1. Explain how attitudes are formed and changed and discuss the factors that affect the behaviours of individuals and groups.

2. Compare different theories of intelligence and personality and compare different methods used in the measurements of these.
UNIT 3. THE CONSCIOUS SELF

This unit investigates the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. The role of the functioning brain and nervous system is undertaken in relation to awareness of self, the environment and behaviour. An investigation of different states of consciousness and sleep patterns are made. The basis of memory and factors that affect its retention is also made as well as an evaluation of the effectiveness of memory improvement techniques. Consideration of ethical principles in the conduct of psychological research and practice is included.

Outcomes
1. Explain the relationship between the brain, states of consciousness and behaviour and describe the contribution of selected studies and brain research methods to the investigation of brain function.

2. Compare theories that explain the neural basis of memory and factors that affect its retention, and evaluate the effectiveness of techniques for improving and manipulating memory.

Assessment Tasks
- Poster – Brain and Nervous System
- Research Activity - Memory
- Media Response – Memory
- Test – States of Consciousness

UNIT 4. BRAIN, BEHAVIOUR AND EXPERIENCE

In this unit students will investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours. An understanding of the mechanisms of learning such as the cognitive processes that affect readiness for learning and how people learn are studied. Students will investigate the biological, psychological and social factors that influence mental illness, avenues of assistance and factors that promote mental wellbeing.
TECHNOLOGY

FOOD AND TECHNOLOGY
INFORMATION TECHNOLOGY
I.T APPLICATIONS
SOFTWARE DEVELOPMENT
SYSTEMS ENGINEERING
FOOD AND TECHNOLOGY

UNIT 1: FOOD SAFETY AND PROPERTIES OF FOOD

In this unit students are introduced to the diverse nature of food, how to prepare safely and hygienically, and how to store it for the best quality in terms of safety, health and aesthetics. Students study safe and hygienic food handling practices and apply these practices in the preparation of food. Food storage practices that maximize quality of raw and cooked food are also investigated. Students discover the links between types of foods, their properties and how their enjoyment of food is associated with different cooking methods. They examine changes in properties of foods when different preparation and processing techniques are used. Students apply this knowledge when preparing food.

Outcomes
1. Explain and apply safe and hygienic work practices when storing, preparing and processing food.
2. Analyse the physical, sensory, chemical and functional properties of key foods, and select, prepare and process foods safely and hygienically to optimise these properties using the design process.

Assessment Tasks
- Tests – Practical and Food Safety
- Planning and Production
- Short Written Reports
- Examination

UNIT 2: PLANNING AND PREPARATION OF FOOD

This unit provides students with the opportunity to investigate the best methods, tools and equipment to use for optimum results in food preparation. Students research, analyse and apply the most suitable food preparation and cooking methods to optimise the sensory, physical and chemical properties of food. Students work both independently and as a member of a team to research and implement solutions to a design brief, and to respond to challenges of preparing food for a range of contexts.

Outcomes
1. Use a range of tools and equipment to demonstrate skills and implement processes in the preparation, processing, cooking and presentation of key foods to maximise their properties.
2. Individually and as a team member, be able to plan, prepare and evaluate meals for a range of contexts.

Assessment Tasks
- Planning and Production
- Short Written Reports
- Research Investigation
- Examination

UNIT 3: FOOD PREPARATION, PROCESSING AND FOOD CONTROLS

This unit requires students to analyse the functions of the natural components of key foods and apply this information in the preparation of foods. Students will investigate cooking techniques and justify the use of the best techniques for key foods. They develop a design plan that applies their knowledge about key foods, properties of foods, equipment, cooking and preservation techniques that are best suited to a particular context. Students develop an understanding of food safety in Australia by investigating the causes of food poisoning and food spoilage, and the relevant regulations. Students apply safe work practices while preparing food.

Outcomes
1. Explain the roles and responsibilities of and the relationship between national, state and local authorities in ensuring and maintaining food safety within Australia.
2. Analyse preparation, processing and preservation techniques for key foods, and prepare foods safely and hygienically using these techniques.
3. Develop a design brief, evaluation criteria and a design plan for the development of a food product.

Assessment Tasks
- Production Work
- Design Brief
- Short Written report
- Practical Skills Test

UNIT 4: FOOD PRODUCT DEVELOPMENT AND EMERGING TRENDS

In this unit students work independently to complete the challenge of implementation of the design plan they
established in Unit 3. In completing this task, students apply food safety and hygiene guidelines and evaluate the product planning and processes in the plan. Students also examine food product development, and research and analyse factors that have contributed to product development. They investigate the process of product development, including packaging, packaging systems and marketing.

Outcomes
1. Safely and hygienically implement the production plans for a set of four to six food items that comprise the product, evaluate the sensory properties of the food items, evaluate the product using the evaluation criteria, and evaluate the efficiency and effectiveness of production activities.

2. Analyse driving forces related to food product development, analyse new and emerging food products, and explain processes involved in the development and marketing of food products.

INFORMATION TECHNOLOGY

UNIT 1: IT IN ACTION

This unit focuses on how individuals use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to create information that persuades, educates or entertains. They also explore how their lives are affected by ICT and strategies for influencing how ICT is applied. Students develop an understanding of the role technology plays in inputting, processing, storing and communicating data and information. Students use software to create solutions and information products, for example: web authoring and multimedia authoring, image editing software and database management software.

Outcomes
1. Transform an existing printed information product into an on-screen information product to meet a specific audience need, evaluate the success of this information product, and explain its likely impact on the audience’s skills or work practices.

2. Solve an information problem by collecting data and using database management software to manipulate that data.

3. Contribute collaboratively to the creation of an on-screen information product that presents an analysis of a contemporary ICT issue and substantiates a point of view.

Assessment Tasks
- On Screen Information Product
- Networks Test
- Examination

UNIT 2: IT PATHWAYS

This unit focuses on how individuals and organizations use ICT. Students acquire and apply a range of knowledge and skills to create solutions and information products that meet clients’ needs. They also examine how networked information systems are used within organisations. Students develop and apply knowledge and skills in using two different software tools. One tool must be a programming or scripting language that
enables students to manipulate data, the other software tool should be selected from these types of software: web authoring and multimedia authoring. Students also explore career pathways that involve using knowledge and skills associated with programming or scripting languages.

Outcomes
1. Demonstrate progression in the ability to use a programming or scripting language, record the learning progress electronically, and explain possible career pathways that require the use of the software skills.

2. Represent a networked information system within an organisation, and describe the way a specified set of data flows through the system, where it is stored, and where it is processed.

3. Work collaboratively to design a solution and an information product for a client, taking into account client feedback, solve the information problem, and evaluate the efficiency and effectiveness of the solution and product.

Assessment Tasks
• Data Visualisation Presentation
• Simple Program Design
• Team Work and Collaboration
• Examination

UNIT 3 IT APPLICATIONS

Unit 3 focuses on how individuals or organisations use ICT to solve information problems and to participate actively in a society where use of ICT is commonplace. Students acquire and apply knowledge and skills in solving information problems to assist in decision-making and in managing tasks and timelines. The solutions and information products should meet the specific needs of organisations such as sporting clubs, newsagencies, charities, or the needs of individuals. Students also explore how a relational database management system (RDBMS) and web authoring software provide solutions to on-line problems.

Outcomes
1. Propose and apply project management and problem-solving strategies to produce a solution and an information product, using database management software, which meets the decision-making needs of a specific audience.

2. Design, create and evaluate a website that meets an organisation's needs of sharing knowledge and collaborative problem-solving within a virtual team environment, and explain the requirements of the networked information system that supports the use of this website.

Assessment Tasks
• Website Prototype
• Relational Database

UNIT 4: IT APPLICATIONS

In this unit students explore how organisations manage the storage, communication and disposal of data and information in order to minimise threats to the integrity of data and security of information, and to optimise efficient information handling. Students are required to use two types of software for Outcome 1: spreadsheet and a relational database management system. Web authoring or multimedia authoring software will be used to produce on-screen user documentation.

Outcomes
1. Use spreadsheet software to solve an ongoing information problem, taking into account the information needs of an organisation, and evaluate the effectiveness of their problem-solving strategies.
2. Evaluate the effectiveness of the strategies used by an organisation to manage the storage, communication and disposal of data and information, and recommend improvements.

**Assessment Tasks**
- Solving of an Information Problem
- Evaluation of Data Management, Storage and Disposal

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### SOFTWARE DEVELOPMENT - UNITS 3 & 4

#### UNIT 3: SOFTWARE DEVELOPMENT

Unit 3 focuses on the techniques and procedures for determining the ability of networked information systems to meet organisational needs and on how the development of purpose-designed software, using a programming language, helps fulfil these needs. Students explore the roles and functions of networked information systems, and the types of networks. They apply the model of systems development life cycle (SDLC): analysis, design and development. They use this concept as the method for making changes to networked information systems. Students explore design options in order to produce the physical design specifications for modified or new networked information systems and then design and code software modules, using a programming language. Students are not expected to fulfil entire software design specifications; only modules need to be developed.

**Outcomes**
1. Analyse an existing networked information system used in an organisation, and propose physical design specifications for a new or modified networked information system.
2. Produce a software module suitable for implementation on a portable computing device, in response to a design specification, verify its performance against this specification and explain how the program has taken into account an ethical dilemma or a legal obligation.

#### UNIT 4: SOFTWARE DEVELOPMENT

This unit focuses on techniques, procedures and strategies to develop, implement and evaluate proposed networked information systems. Students explore the technical, human, procedural, economic and management factors that need to be considered when undertaking these phases of the systems development life cycle (SDLC). The development phase is realised through the creation of software solutions using the programming language studied in Unit 3. They are required to engage in all stages of software development: analysis, design, development, testing, documentation, implementation and evaluation. Details of information system objectives and the needs of the users are provided in design briefs. Students continue their study of the SDLC by examining in detail the phases of development, implementation and evaluation.
Outcomes
1. Apply the stages of software development to produce purpose-designed software that takes into account a networked information system objective and the needs of end-users.

2. Propose and justify strategies for managing, developing, implementing and evaluating the introduction to an organisation of a networked information system that will operate in a global environment.

SYSTEMS ENGINEERING

UNIT 1: INTRODUCTION TO MECHANICAL SYSTEMS
In this unit, students are introduced to the Systems Engineering process. Students will learn about fundamental mechanical engineering principles and the components and parts required to produce an operational system. Mechanical systems are systems that utilise all forms of mechanical components and their linkages. Students learn the fundamental principles of how mechanisms and simple mechanical systems provide movement and mechanical advantage, and how the specific parts of a system or an entire mechanical system can be represented diagrammatically.

Students commence researching, designing, planning and modelling an operational mechanical or electro-mechanical system. Students consider relevant factors that influence the design, planning, production and use of their system and document their findings and the process they use.

Outcomes
1. Describe and use basic engineering concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, design and plan a mechanical or an electro-mechanical system.

2. Make, test and evaluate a mechanical or an electro-mechanical system using selected relevant aspects of the Systems Engineering Process.

Assessment Tasks
• System Analysis and Presentation
• System Design and Development
• Workbook and Assignments
• Examination

UNIT 2: INTRODUCTION TO ELECTRO-TECHNOLOGY SYSTEMS
In this unit students study fundamental electro-technology engineering principles. Students will produce operational systems that may also include mechanical components. In addition, students conduct research and produce technical reports. The focus remains on the construction of electro-technology systems and this construction process draws heavily upon design and innovation. Students study fundamental electro-technology principles including applied electrical theory, representations of electronic components and devices,
elementary applied physics in electrical circuits, and mathematical calculations that can be applied to define and explain electrical characteristics of circuits. The unit offers opportunities for students to apply their knowledge in the design, construction, testing and evaluation of an operational system.

Outcomes
1. Investigate, represent, describe and use basic electro-technology and basic control engineering concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, design and plan an electro-technology system.

2. Make, test and evaluate an electro-technology system, using selected relevant aspects of the Systems Engineering process.

Assessment Tasks
- System Analysis and Presentation
- System Design and Development
- Workbook and Assignments
- Examination

UNIT 4: SYSTEMS CONTROL AND NEW AND EMERGING TECHNOLOGIES

In this unit students complete the production work and test and evaluate the integrated controlled system they designed in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students use their investigations, designs and planning to continue the fabrication of their mechanical electro-technology integrated and controlled system. They will use project and risk management methods through the construction of the system and use a range of materials, tools, equipment, and components. In the final stages of the Systems Engineering Process, students test, diagnose and analyse the performance of the system. They evaluate their processes and the system.

Outcomes
1. Produce, test and diagnose an advanced mechanical-electro-technology integrated and controlled system using selected relevant aspects of the Systems Engineering Process, and manage, document and evaluate the system and processes.

2. Describe and evaluate a range of new or emerging technologies, and analyse the likely impacts of a selected innovation.

Assessment Tasks
- System Control Test
- Research/Test – Emerging Technologies
- Project Construction and Folio Presentation
VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

VCAL INTERMEDIATE

VCAL SENIOR
VICTORIAN CERTIFICATE OF APPLIED LEARNING. (VCAL)

The Victorian Certificate of Applied Education is a hands-on option for Years 11 and 12 students. The VCAL gives students practical work-related experience as well as literacy and numeracy skills and the opportunity to build personal skills that are important to life and work. Like the VCE it is a recognised qualification. Students who undertake VCAL are likely to be interested in going on to training at TAFE, doing an apprenticeship / traineeship, or entering the workforce after completing school.

VCAL INTERMEDIATE

VCAL Intermediate is offered at Year 11 level. Students will undertake six units per semester. There is in-built flexibility in some aspects of the VCAL Intermediate course, as students may be able to undertake VET programs and/or modules offered externally to Footscray City College. For students undertaking the Intermediate VCAL wholly at school, the following will apply:

- VCAL Literacy Units (English)
- VCAL Numeracy Units (Maths)
- VCAL Work Related skills Units 1 and 2 – which includes 2 Work Placements of at least one week duration.
- VCAL Personal Development Skills Units 1 and 2.
- A VET program offered by the college. Arrangements may be possible whereby a student undertakes an alternative VET program at another institution such as a TAFE Institute.
- One further VCE study at Units 1 and 2.

The structure of the program will allow students to proceed into Senior VCAL the next year, and any VCE units completed will count towards the successful completion of the VCE.

All students who elect to undertake VCAL will be personally interviewed by the college VCAL Coordinator.

VCAL SENIOR

VCAL Senior is offered at Year 12 level. Students will undertake five units per semester. There is in-built flexibility in some aspects of the VCAL Senior course as students may be able to undertake VET programs and/or modules offered externally to Footscray City College. For students undertaking the Senior VCAL wholly at school, the following will apply:

- VCAL Literacy Units (English)
- VCAL Work Related skills Units 3 and 4 – which includes 2 Work Placements of at least one week duration.
- VCAL Personal Development Skills Units 3 and 4.
- A VET program offered by the college. Arrangements may be possible whereby a student undertakes an alternative VET program at another institution such as a TAFE Institute.
- One further study at Units 3 and 4 may also be possible.

If an employer is located and agrees, some aspects of the VCAL course can be done as a mixture of formal schooling and a School Based Traineeship. Applications for a School Based Traineeship must be made with the college’s VCAL and Pathways Coordinators.

All students who elect to undertake VCAL will be personally interviewed by the college VCAL Coordinator.
VOCATIONAL EDUCATION AND TRAINING (VET)

VET AEROSKILLS (AVIONICS)
VET SPORT & RECREATION
VET FURNISHING
VET HORTICULTURE
VET HOSPITALITY
VET MUSIC INDUSTRY
VET IN SCHOOLS

WIDEN YOUR HORIZONS AND MULTIPLY YOUR OPPORTUNITIES

VOCATIONAL EDUCATION AND TRAINING PROGRAMS (VET) IN THE VCE

What is VET?

• VET stands for Vocational Education and Training in schools.
• It is a combination of VCE studies and vocational training.
• Classroom learning is reinforced with hands-on training and practice in industry.

Why should I select a VCE VET program?

• VET in Schools give young people a wider choice of learning approaches and studies in the VCE and more post-school options.

How does a VCE VET program work?

• A VET in Schools program is usually made up of VCE VET units which are delivered by registered training organisations, the students’ school or another school.
• VCE VET programs have the same status as a VCE study and can be used to fulfil the requirements for satisfactory completion of the VCE.
• Students may complete a maximum of 12 VET units from three VET programs in the successful completion of their VCE.
• Two VCE VET programs may be included in the student’s primary four studies for the calculation of the ATAR score. A third VET program may be used as a 5th or 6th study and will enable students to be credited with 10% of the average study score generated in the student’s primary four VCE studies.
• For more information you can access the Victorian Curriculum and Assessment Authority (VCAA) website. www.vcaa.vic.edu.au

Contribution to the VCAL .... VET is fully incorporated into the VCAL.

• Contributes to the satisfactory completion of the VCAL - Industry Specific Skills
• 100 hours of VET gains one VCAL credit.
• This usually represents one semester of classes.

Attendance

• Attendance is critical. Non-attendance equates to a week missed. VET requires 90% attendance; failure to meet this requirement will mean no result as well as no certificate. Students must be prepared for flexible delivery times.

Delivery of VET programs

• Every effort is made to deliver the 2nd year of a course; however if numbers do not reach the minimum class size there is no guarantee the program will run.

Enrolling in VET Units 3 & 4

• It is highly recommend that students complete Units 1 & 2 before enrolling in Units 3 & 4.
VET IN SCHOOLS

What qualifications will I receive?

Students who complete a VET program as part of their VCE will receive:

- Victorian Certificate of Education (VCE)
- ATAR (Australian Tertiary Admission Rank) if applied for through VTAC
- VCE VET Certificate which are a nationally recognized vocational qualification.

The VCE VET qualification is a Certificate or a Statement of Attainment listing units of competence which have been satisfactory completed.

Structured Workplace Learning (SWL)

- Students may undertake work with an employer that enables the student to demonstrate their acquired skills and knowledge in an industry setting. During the Structured Workplace Learning placement, a student will have specific tasks to undertake in order to demonstrate competence. Students will be regularly monitored and may be assessed on the job. The time and arrangements for structured workplace learning will vary for each program and may be organised during term, holidays or early December. Travel to and from work placements is the responsibility of each student. Students are encouraged to find their own work placements or use the services of a placement organisation. The school will support students in obtaining a suitable placement by the VET Coordinator.

Pathways

Students completing a VCE VET program have a range of options available. They may:

- apply for a University course with an ATAR as with any other VCE program.
- proceed to a TAFE course, entering the program with credit for units of competence already completed
- proceed directly to employment using the qualification and vocational skills acquired.

VET FEES

VET programs will operate subject to the following:

- sufficient demand from students for each program
- Footscray City College being able to fund and resource the programs
- Students pay the delivery and material costs associated with all VET Programs.
- Students will be responsible for purchasing additional equipment, protective clothing and course materials.
- All VET FEES are required to be paid 'up front', as students enrol into the course.

HOW DO I APPLY FOR VET?

Students must:

1. Complete the VET Application Form and Student Contract.
2. Students must carefully consider their VET choice and commitment as students will not be permitted to alter VET choices once an offer of a position has been confirmed
3. There is a cost associated with each program. Applicants should contact the VET Coordinator for an estimate.

A deposit of $100 is required by the end of Term 3 2013 with the balance payable by the first week of December 2013.
VCE VET: AERO SKILLS (AVIONICS)

MEA20411  CERTIFICATE II IN AERO SKILLS

Description

This qualification provides entry level skills and knowledge for students wanting to work in aviation maintenance workshops. They are required to perform repair and overhaul tasks on a limited range of aircraft electrical, hydraulic, pneumatic, electro-hydraulic and electro-pneumatic components, and perform simple repairs on a limited range of structural components.

The qualification provides significant credits towards higher level Aero Skills Certificates.

The following eight Compulsory units and a selection of elective units form part of the qualification:

### COMPULSORY CORE UNITS

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
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<tbody>
<tr>
<td>MEA101B</td>
<td>Interpret occupational health and safety practices in aviation maintenance</td>
</tr>
<tr>
<td>MEA103B</td>
<td>Plan and organise aviation maintenance work activities</td>
</tr>
<tr>
<td>MEA105C</td>
<td>Apply quality standards applicable to aviation maintenance processes</td>
</tr>
<tr>
<td>MEA107B</td>
<td>Interpret and use aviation maintenance industry manuals and specifications</td>
</tr>
<tr>
<td>MEA108B</td>
<td>Complete aviation maintenance industry documentation</td>
</tr>
<tr>
<td>MEA109B</td>
<td>Perform basic hand skills, standard trade practices and fundamentals in aviation maintenance</td>
</tr>
<tr>
<td>MEA117A</td>
<td>Apply self in the aviation maintenance environment</td>
</tr>
<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices</td>
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### ELECTIVE UNITS

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<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
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<tbody>
<tr>
<td>MEA238B</td>
<td>Perform routine removal and installation of miscellaneous aircraft electrical hardware/components</td>
</tr>
<tr>
<td>MEA239B</td>
<td>Fabricate aircraft electrical looms and harnesses</td>
</tr>
<tr>
<td>MEA240B</td>
<td>Use electrical test equipment to perform basic electrical tests</td>
</tr>
<tr>
<td>MEA406B</td>
<td>Repair/modify aircraft non-primary structural sheetmetal components</td>
</tr>
</tbody>
</table>

Examples of Assessment Tasks include:

- Avionics training console tutorials
- Wiring and electronics practical exercises
- Experiments
- Project work
- Reports and folios
- Unit tests
VCE VET: SPORT & RECREATION: FITNESS

SRC20206 CERTIFICATE II IN COMMUNITY RECREATION - FITNESS

Program 1: SRC20206 Certificate II in Community Recreation with selected units of competence from Certificate III in Sport and Recreation qualifications

Program 2: SRO20206 Certificate II in Outdoor Recreation with selected units of competence from Certificate III in Sport and Recreation qualifications (Fitness focus)

Course Aims
This program aims to provide specific skills and knowledge required for an assistant level employee at an aquatic centre or gymnasium /dry area fitness centre. The functions of a person with this qualification may include assistance with the conduct of recreation activities and events, facility maintenance and general workplace operations. This course has a strong focus on the practical aspects of the Recreation industry. The course is conducted in one year with an option to stream into a Certificate III in Fitness.

CONTRIBUTION TO VCE / VCAL
VCE: VCE students are eligible for up to five VCE VET units.
Three at 1-2 level and two at 3-4 level VCE students undertake scored assessment
ATAR: Scored assessment
VCAL: This program contributes to Industry Specific Skills Strand

STRUCTURED WORKPLACE LEARNING:
A minimum of 40 hours will be required at a placement.

<table>
<thead>
<tr>
<th>VCE VET UNITS 1 &amp; 2 SRC20206 CERTIFICATE II IN COMMUNITY RECREATION FITNESS FOCUS</th>
<th>COMPULSORY CORE UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT CODE</td>
<td>UNIT OF COMPETENCE</td>
</tr>
<tr>
<td>BSBCMN202A</td>
<td>Organise &amp; complete daily work activities</td>
</tr>
<tr>
<td>SRXFAD001A</td>
<td>Provide first aid</td>
</tr>
<tr>
<td>SRXGCS002A</td>
<td>Deal with client feedback</td>
</tr>
<tr>
<td>SRXINU001A</td>
<td>Develop Industry knowledge</td>
</tr>
<tr>
<td>SRXOHS001B</td>
<td>Follow OHS</td>
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<tr>
<th>STREAM UNITS</th>
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<tr>
<td>UNIT CODE</td>
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<tr>
<td>SRECRO0002B</td>
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<td>SRECRO0003B</td>
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<tr>
<td>BSBCMN204A</td>
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## VCE VET UNITS 3 & 4
### COMPULSORY CORE UNITS
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<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
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<tbody>
<tr>
<td>SRXINU002A</td>
<td>Apply Sport and Recreational Law</td>
</tr>
<tr>
<td>SRXRK001A</td>
<td>Undertake risk analysis of activities</td>
</tr>
<tr>
<td>SRXINU003A</td>
<td>Analyse participation patterns in specific markets of the leisure &amp; recreation industry</td>
</tr>
<tr>
<td>SRXCAI004B</td>
<td>Plan a session or program for participants</td>
</tr>
<tr>
<td>SRXCAI005B</td>
<td>Conduct a sport &amp; recreation session for participants</td>
</tr>
<tr>
<td>SRXGRO001A</td>
<td>Facilitate a group</td>
</tr>
<tr>
<td>SRXRES001B</td>
<td>Educate the public on the safe use of recreational resource</td>
</tr>
<tr>
<td>SRXGRO002A</td>
<td>Deal with conflict</td>
</tr>
<tr>
<td>SRCCRO007B</td>
<td>Operate in accordance with accepted instructional practices, styles &amp; legal &amp; ethical responsibilities</td>
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### ELECTIVE UNITS - FITNESS
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<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
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<tbody>
<tr>
<td>SRFFIT001B</td>
<td>Provide orientation to clients prior to undertaking a fitness program</td>
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<tr>
<td>SRFFIT003B</td>
<td>Undertake client induction &amp; screening</td>
</tr>
<tr>
<td>SRFFIT004B</td>
<td>Develop basic fitness programs</td>
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<tr>
<td>SRFFIT005B</td>
<td>Apply basic exercise science to exercise instruction</td>
</tr>
<tr>
<td>SRFFIT006B</td>
<td>Use and maintain core fitness industry equipment</td>
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</tbody>
</table>
**VCE VET: FURNISHING**

**LMF20309 CERTIFICATE II IN FURNITURE MAKING**

**Description**

The VCE VET Furnishing program covers a wide range of work areas within the furnishing industry. Students completing this program will have the skills and knowledge required to work in a production environment in both the manufacture of free-standing furniture or built-in cabinets and provide onsite assistance in the installation of these items.

The VCE VET Furnishing program aims to:

- provide participants with the knowledge and skills that will enhance their employment prospects in the furniture and related industries;
- enable participants to gain a recognised credential and to make a more informed choice of vocation or career paths.

**THE PROGRAM INCLUDES:**

LMF20309 Certificate II in Furniture Making with selected units from LMF30302 Certificate III in Furniture Making

<table>
<thead>
<tr>
<th>COMPULSORY CORE UNITS - UNITS 1&amp;2</th>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAPMSUP102A</td>
<td>Communicate in the workplace</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>MSAPMSUP106A</td>
<td>Work in a team</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>MSAPMOHS200A</td>
<td>Work safely</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>LMFFF2004B</td>
<td>Prepare surfaces for finishing</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>HLTFA211A</td>
<td>Provide basic emergency life support</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>MSAPMOPS101A</td>
<td>Make measurements</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>MSACMT251A</td>
<td>Apply quality standards</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>LMFFM2005B</td>
<td>Join solid timber</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVE UNITS</th>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCOHS1001A</td>
<td>Work safely in the construction industry</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>LMFFM1001B</td>
<td>Construct a basic timber furnishing product</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>LMFFM2003B</td>
<td>Select and apply hardware</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>LMFFM2006B</td>
<td>Hand make timber joints</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPULSORY CORE UNITS - UNITS 3&amp;4</th>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMFFM3002B</td>
<td>Construct furniture using leg and rail method</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>LMFFM3012B</td>
<td>Prepare cutting list from plans and job specifications</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>LMFGN3001B</td>
<td>Read and interpret work documents</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>LMFFM2002B</td>
<td>Assemble furnishing components</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>LMFFM2001B</td>
<td>Use furniture making hand and power tools</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

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VCE VET: HORTICULTURE

AHC20410 CERTIFICATE II IN HORTICULTURE

Description

Certificate II in Horticulture provides students with the knowledge and skills that will enhance their employment prospects in the horticulture industry. Knowledge and skills gained from this qualification are from units of competency including developing and maintaining plants and landscapes, propagation, tending nursery plants and planting, pruning, treating weeds, pests and diseases. Employment opportunities exist in a number of industry sectors such as landscaping, nursery, parks and gardens, and turf management.

The following Compulsory units and a selection of elective units form part of the qualification:

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMPULSORY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHC0HS201A</td>
<td>Participate in OHS processes</td>
<td>20</td>
</tr>
<tr>
<td>AHCWRRK209A</td>
<td>Participate in environmentally sustainable work practices</td>
<td>20</td>
</tr>
<tr>
<td><strong>LANDSCAPE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCCLSC201A</td>
<td>Assist with landscape construction work</td>
<td>30</td>
</tr>
<tr>
<td><strong>NURSERY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCNSY201A</td>
<td>Pot up plants</td>
<td>20</td>
</tr>
<tr>
<td>AHCNSY202A</td>
<td>Tend nursery plants</td>
<td>30</td>
</tr>
<tr>
<td>AHCNSY203A</td>
<td>Undertake propagation activities</td>
<td>30</td>
</tr>
<tr>
<td>AHCNSY204A</td>
<td>Maintain indoor plants</td>
<td>20</td>
</tr>
<tr>
<td><strong>PLANTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCPCM201A</td>
<td>Recognise plants</td>
<td>40</td>
</tr>
<tr>
<td>LMFFM2006B</td>
<td>Hand make timber joints</td>
<td>40</td>
</tr>
<tr>
<td><strong>PARKS AND GARDENS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCPCGD203A</td>
<td>Prune shrubs and small trees</td>
<td>35</td>
</tr>
<tr>
<td><strong>TURF</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCJRF203A</td>
<td>Renovate grassed areas</td>
<td>30</td>
</tr>
<tr>
<td><strong>IRRIGATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCIRG202A</td>
<td>Assist with the operation of pressurised irrigation</td>
<td>40</td>
</tr>
<tr>
<td><strong>MACHINERY OPERATION AND MAINTENANCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCMMOM203A</td>
<td>Operate basic machinery and equipment</td>
<td>20</td>
</tr>
<tr>
<td>AHCMMOM204A</td>
<td>Undertake operational maintenance of machinery</td>
<td>30</td>
</tr>
<tr>
<td><strong>PEST MANAGEMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCSPMG202A</td>
<td>Treat plant pests, diseases and disorders</td>
<td>30</td>
</tr>
<tr>
<td><strong>SOILS AND MEDIA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCSSOL201A</td>
<td>Determine basic properties of soil / growing media</td>
<td>20</td>
</tr>
<tr>
<td>AHCPTHT201A</td>
<td>Plant horticultural crops</td>
<td>25</td>
</tr>
<tr>
<td>AHCPTHT203A</td>
<td>Support horticultural crop harvesting</td>
<td>25</td>
</tr>
<tr>
<td>HLTFA211A</td>
<td>Provide basic emergency life support</td>
<td>8</td>
</tr>
</tbody>
</table>

Examples of Assessment Tasks include:

- Horticultural practical exercises
- Written reports
- Class Tests
- Research Assignments
- Class presentations
VCE VET : HOSPITALITY

SIT20307: CERTIFICATE II IN HOSPITALITY (KITCHEN OPERATIONS)

Course Aims
• To provide access to a range of potential career paths within the hospitality industry.
• To provide training, skill development and competence in areas such as commercial cookery.
• To enable participants to gain a recognised credential and make an more informed choice of vocation or career path.

Hospitality Classes: Classes run from 1.00pm - 5.00pm

CONTRIBUTION TO VCE/VCAL
VCE: VCE students are eligible for up to four VCE VET units- Units 1, 2, 3 and 4
ATAR Scored Assessment is available in the Unit 3 & 4 sequence
VCAL: This program contributes to the Industry Specific Skills component of the VCAL.

STRUCTURED WORKPLACE LEARNING (COMPULSORY FOR HOSPITALITY)
Unit 1 & 2 students must complete a minimum of 40 hours at a work placement
Unit 3 & 4 students must complete a compulsory 40 hours at a work placement.

PROGRAM STRUCTURE:

<table>
<thead>
<tr>
<th>VCE VET UNITS 1 &amp; 2</th>
<th>UNIT OF COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE</td>
<td></td>
</tr>
<tr>
<td>SITXCOM001A</td>
<td>Work with Colleagues and Customers</td>
</tr>
<tr>
<td>SITXCOM002A</td>
<td>Work in a Socially Diverse Environment</td>
</tr>
<tr>
<td>SITXOHS001B</td>
<td>Follow Health, Safety and Security Procedures</td>
</tr>
<tr>
<td>SITHIND001B</td>
<td>Develop and Update Hospitality Industry Knowledge</td>
</tr>
<tr>
<td>SITXOHS002A</td>
<td>Follow Workplace Hygiene Procedures</td>
</tr>
<tr>
<td>SITHCC005A</td>
<td>Use Basic Methods of Cookery</td>
</tr>
<tr>
<td>SITCCC001B</td>
<td>Organise and Prepare Food</td>
</tr>
<tr>
<td>SITHCC002A</td>
<td>Present Food</td>
</tr>
<tr>
<td>SITHCC004B</td>
<td>Clean &amp; Maintain Kitchen Premises</td>
</tr>
<tr>
<td>SITHCC003B</td>
<td>Receive and Store Kitchen Supplies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VCE VET UNITS 3 &amp; 4</th>
<th>UNIT OF COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE</td>
<td></td>
</tr>
<tr>
<td>SITHCCC027A</td>
<td>Prepare, cook and serve food for food service</td>
</tr>
<tr>
<td>SITCCC006A</td>
<td>Prepare Appetisers and Salads</td>
</tr>
<tr>
<td>SITHCCC008A</td>
<td>Prepare Stocks, Sauces and Soups</td>
</tr>
<tr>
<td>SITCCC009A</td>
<td>Prepare Vegetables, Fruits, Eggs and Farinaceous Dishes</td>
</tr>
<tr>
<td>SITHCCC031A</td>
<td>Prepare hot and cold desserts</td>
</tr>
</tbody>
</table>

Plus one of the following electives:
- SITHCCC051A: Plan & prepare food for buffets
- SITHCCC010A: Select, prepare & cook poultry
VCE VET: HOSPITALITY

OTHER REQUIREMENTS

Students are required to:
• Purchase and wear a chef’s uniform. Approximate cost of the uniform is $80 in addition to the Course Fee.
• Purchase a Hospitality workbook.
• Participate in 2-3 catering events outside normal class time as part of the course requirement.
PROGRAM 1: CUS20109 CERTIFICATE II IN MUSIC
PROGRAM 2: CUS30109 CERTIFICATE III IN MUSIC
PROGRAM 3: CUS30209 CERTIFICATE III IN TECHNICAL PRODUCTION

PROGRAM 1: CUS20109 CERTIFICATE II IN MUSIC

Course Aims
With additional training and expertise, future employment outcomes may include professional musician, sound or studio engineer, writer/arranger, sales and merchandising personnel and more.

The total number of units required for this qualification is ten. Units 1 and 2 are made up of three compulsory and seven elective units.

CONTRIBUTION TO VCE/VCAL
Successful completion of this VET program means students are eligible for CUS20109 Certificate II in Music and recognition of up to four VCE units at Units 1 and 2 level.

STRUCTURED WORKPLACE LEARNING:
Recommended 40 hours of relevant industry work placement

Certificate II in Music includes the following units of competency listed by code and name

<table>
<thead>
<tr>
<th>CORE UNITS CODE</th>
<th>UNIT OF COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUFIND201A</td>
<td>Develop and apply creative arts industry knowledge,</td>
</tr>
<tr>
<td>BSBBOHS201A</td>
<td>Participate in OHS processes,</td>
</tr>
<tr>
<td>BSBWOR203A</td>
<td>Work effectively with others,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVE UNITS (CHOICE OF 7 UNITS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUSSOU201A</td>
</tr>
<tr>
<td>CUSSOU202A</td>
</tr>
<tr>
<td>CUSMLT201A</td>
</tr>
<tr>
<td>CUSMPF201A</td>
</tr>
<tr>
<td>CUSMPF202A</td>
</tr>
<tr>
<td>CUSMPF204A</td>
</tr>
<tr>
<td>CUFSOU204A</td>
</tr>
<tr>
<td>CUSMLT303A</td>
</tr>
<tr>
<td>CUFSCP01A</td>
</tr>
<tr>
<td>CUFSOU204A</td>
</tr>
<tr>
<td>CUESOU01C</td>
</tr>
</tbody>
</table>
VCE VET: MUSIC INDUSTRY

PROGRAM 2: CUS30109 CERTIFICATE III IN MUSIC

Course Aims
Completing of Certificate III in Music prepares students for work in the music industry in areas such as performance, critical listening, music management and music promotions. With additional training and expertise, potential employment outcomes may include band member, songwriter, songwriter, arranger, promoter, studio teacher and performer.

Total number of units required for this qualification is fourteen
- Units 1 and 2: three compulsory and five elective units
- Units 3 and 4: six compulsory units.

CONTRIBUTION TO VCE/VCAL
Successful completion of this VCE VET program means students are eligible for the CUS30109 Certificate III in Music and recognition of up to three units at Units 1 and 2 level and a Unit 3 and 4 sequence.

Certificate II in Music includes the following units of competency listed by code and name

<table>
<thead>
<tr>
<th>VCE UNITS 1 &amp; 2 CORE UNITS - YEAR 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE</td>
</tr>
<tr>
<td>CUFCMP301A</td>
</tr>
<tr>
<td>CUSIND301A</td>
</tr>
<tr>
<td>CUSOHS301A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVE UNITS (CHOICE OF 7 UNITS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE</td>
</tr>
<tr>
<td>CUSMPF304A</td>
</tr>
<tr>
<td>CUSMCP301A</td>
</tr>
<tr>
<td>CUSMPF202A</td>
</tr>
<tr>
<td>CUSMLT303A</td>
</tr>
<tr>
<td>CUSSOU201A</td>
</tr>
<tr>
<td>CUSMPF204A</td>
</tr>
<tr>
<td>CUESOU01C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VCE UNITS 3 &amp; 4 CORE UNITS - YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE</td>
</tr>
<tr>
<td>CUSMPF301A</td>
</tr>
<tr>
<td>CUSMPF302A</td>
</tr>
<tr>
<td>CUSMPF305A</td>
</tr>
<tr>
<td>CUSMLT301A</td>
</tr>
<tr>
<td>CUSMLT302A</td>
</tr>
<tr>
<td>CUSMPF203A</td>
</tr>
</tbody>
</table>
VCE VET : MUSIC INDUSTRY

PROGRAM 3: CUS30209 CERTIFICATE III IN TECHNICAL PRODUCTION

Course Aims
Certificate III in Technical Production provides students with the practical skills and knowledge to record, mix and edit sound sources. Completion of Certificate III in Technical Production prepares students for work in the music industry in areas such as sound track laying, digital editing and mixing, audio visual equipment operations and stage management. With additional training and experience, potential employment outcomes may include sound technician, tour crew member, studio engineer, theatre/television and audio technician.

Total number of units required for this qualification is fifteen.
- Units 1 and 2: six compulsory and four elective units
- Units 3 and 4: five compulsory units.

CONTRIBUTION TO VCE/VCAL
Successful completion of this VCE VET program means students are eligible for the CUS30209 Certificate III in Technical Production and recognition of up to three units at Units 1 and 2 level and a Units 3 and 4 sequence.

Certificate III in Technical Production includes the following units of competency listed by code and name

<table>
<thead>
<tr>
<th>VCE UNITS 1 &amp; 2 CORE UNITS - YEAR 11</th>
<th>CODE</th>
<th>UNIT OF COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BSBWOR203A</td>
<td>Work effectively with others,</td>
</tr>
<tr>
<td></td>
<td>CUECOR01C</td>
<td>Manage own work and learning,</td>
</tr>
<tr>
<td></td>
<td>CUEIND01C</td>
<td>Source and apply entertainment industry knowledge,</td>
</tr>
<tr>
<td></td>
<td>CUSOHS301A</td>
<td>Follow occupational health and safety procedures,</td>
</tr>
<tr>
<td></td>
<td>CUFCMP301A</td>
<td>Implement copyright arrangements,</td>
</tr>
<tr>
<td></td>
<td>CUSOU204A</td>
<td>Perform basic sound editing,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVE UNITS (CHOICE OF 4 UNITS)</th>
<th>CODE</th>
<th>UNIT OF COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CUSIND302A</td>
<td>Plan a career in the creative arts industry,</td>
</tr>
<tr>
<td></td>
<td>CUESOU01C</td>
<td>Repair and maintain audio equipment,</td>
</tr>
<tr>
<td></td>
<td>CUSMPF202A</td>
<td>Incorporate music technology into performance,</td>
</tr>
<tr>
<td></td>
<td>CUSSOU201A</td>
<td>Assist with sound recordings,</td>
</tr>
<tr>
<td></td>
<td>CUSMCP301A</td>
<td>Compose simple songs or musical pieces,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VCE UNITS 3 &amp; 4 CORE UNITS - YEAR 12</th>
<th>CODE</th>
<th>UNIT OF COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CUSSOU301A</td>
<td>Provide sound reinforcement,</td>
</tr>
<tr>
<td></td>
<td>CUSSOU302A</td>
<td>Record and mix a basic music demo,</td>
</tr>
<tr>
<td></td>
<td>CUESOU07B</td>
<td>Apply a general knowledge of audio to work activities,</td>
</tr>
<tr>
<td></td>
<td>CUESOU08B</td>
<td>Select and manage microphone and other audio input sources,</td>
</tr>
<tr>
<td></td>
<td>CUSSOU303A</td>
<td>Set up and disassemble audio equipment,</td>
</tr>
</tbody>
</table>