OUR KEY VALUES AND RIGHTS

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.
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 correct published tertiary prerequisites.
• 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 correct published tertiary prerequisites.
• 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 the Senior School Program 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.
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 Wellbeing Coordinator (SWC).** Support and counselling is offered to students who may be experiencing personal difficulties at school, at home, with finances, with heath 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.
• **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.

• **Uniform / Dress Code.**
  - Year 11 students. The wearing of full school uniform as prescribed in the Footscray City College Uniform Policy is compulsory.
  - Year 12 students are expected to wear neat, clean casual clothes with proper footwear that is appropriate for school. A range of styles of clothing of individual choice may be worn, providing they are appropriate for school. Clothing that is akin to beach ware or suitable for wearing out in the evening is generally not appropriate for school. Unacceptable items include; singlets, low cut tops, strapless/thin strapped tops and thongs for footwear. 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.

• **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
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), Literature or English Language. 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 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 2015, the following VET programs will be offered:

- Certificate II in Aeroskills (Avionics)
- Certificate II in Furniture Making
- Certificate II in Horticulture
- Certificate II in Hospitality (Kitchen Operations)
- Certificate III in Technical Production (Music)
- 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.
VICTORIAN CERTIFICATE OF EDUCATION

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 2015.

The study options below are OFFERED in 2015. 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
Drama (Units 1-2)
English
English as an Additional Language
English Language
Environmental Science (Units 1-2)
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 Digital Art
Studio Arts Textiles (Fashion)
Systems Engineering
Theatre Studies
VCAL Intermediate (Units 1-2)
VCAL Senior (Units 3-4)
VET Aeroskills (Avionics)
VET Furniture Making
VET Horticulture
VET Hospitality (Kitchen Operations)
VET Technical Production (Music)
VET Sport and Recreation
Visual Communication & Design

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

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 Study
- Context Study
- Analysis of Issues

**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
UNIT 1
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 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 and comment on human experience is made 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 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
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
ARTS

ART PHOTOGRAPHY
DANCE
DRAMA
MEDIA
MUSIC PERFORMANCE
STUDIO ARTS - ART
STUDIO ARTS - DIGITAL ART
STUDIO ARTS - TEXTILES (FASHION)
THEATRE STUDIES
VISUAL COMMUNICATION AND DESIGN
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

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

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.

Assessment Tasks
- Group Dance Work
- Analysis Report of a Selected Dance Work
- Analysis Report of the Student’s Own Solo Dance Work

UNIT 4

This unit focuses on choreography, rehearsal and performance of a unified solo dance work, which has a beginning, development and resolution. Students focus on expressive and accurate execution of choreographic variations of spatial organisation and demonstration of performance skills. Students also document and analyse the dance-making and performance processes involved in the choreography, rehearsal and performance of the unified solo dance work. Group dance works by twentieth and/or twenty-first century choreographers are studied. Cultural influences on choices made by choreographers in these works are also studied.

Outcomes

1. Analyse cultural influences on, and the use of, group structures and the elements of spatial organisation to communicate the expressive intention in prescribed group dance works.

2. Choreograph, rehearse and perform a solo dance work, which has a unified composition and communicates an expressive intention through manipulation of the elements of spatial organisation. Also to analyse the processes used to choreograph, rehearse and perform the dance work.

Assessment Tasks
- Solo Dance Works
- Analysis Report of a Selected Dance Work
- Analysis Report of the Student’s Own Solo Dance Work
UNIT 1

This unit focuses on creating, presenting and analysing a performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. Students examine storytelling through the creation of solo and/or group performances and use expressive skills in the creation and presentation of characters. They develop an awareness and understanding of how characters are portrayed in different performance styles. They learn about stagecraft, theatrical conventions and performance styles from a range of social and cultural contexts. This unit also involves analysis of a student's own performance work and analysis of a performance by professional and other drama practitioners.

Outcomes

1. Devise solo and/or ensemble drama works based on experiences and/or stories,
2. Perform devised drama work/s to an audience.
3. Analyse the development and performance to an audience of their non-naturalistic devised work.
4. Analyse the portrayal of stories and characters in a drama performance by professional or other drama practitioners.

Assessment Tasks
- Solo performance
- A short written report on solo performance.
- A written report that uses the language of drama to analyse and evaluate the processes involved in the preparation and performance
- A written report analysing the stories and characters of a theatrical drama performance.

UNIT 2

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating performance and examine non-naturalistic performance styles from a range of contexts relevant to Australia and Australians. The Australian context will reflect aspects of the Australian identity, for example the indigenous voice, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, the urban and rural perspectives.

Outcomes

1. Student should be able to devise and document the processes used to create a solo or ensemble non-naturalistic performance work.
2. Present a performance of a devised non-naturalistic work to an audience.
3. Analyse and evaluate the creation, development and performance of a performance of their non-naturalistic devised work.
4. Analyse a performance of an Australian drama work.

Assessment Tasks
- Ensemble work
- Written report on ensemble work
- Written report on an Australian drama work
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.

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...
MUSIC PERFORMANCE

UNIT 1.

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

UNIT 2

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

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 and extent of media influence, media regulation and media relationships are critically analysed.

Outcomes

1. Produce a media product for an identified audience from the media production design plan prepared by the student in Unit 3.

2. Discuss and analyse the construction, distribution and interpretation of society's values as represented in media texts.

3. Analyse and present arguments about the nature and extent of media influence.

Assessment Tasks

- Production of a Media Product for an Identified Audience
- Written Report
- Essay/Report/Responses to Structured Questions
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, 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 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
STUDIO ARTS - DIGITAL ART

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 digital art forms.

2. Explore and use a variety of digital art 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 art 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 digital art design explorations and a number of artworks.
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 digital art 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 digital artworks 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 digital 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 digital 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 digital 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
- 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 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.
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 play script 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.
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 apply stagecraft to interpret a playscript 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.

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 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
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. Students will create drawings for different purposes using a range of different methods media and materials

2. Students will select and apply design elements and design principles to create visual communications that satisfy stated purposes.

3. Students will describe how a visual communication has been influenced by past and contemporary practices and by social and cultural factors.

Assessment Tasks: Research Tasks

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. 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

- Folio tasks – design process, type and imagery, technical drawing
- Research Tasks – types and imagery
- Examination

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. 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 – industrial, environmental and communication design
- Analysis tasks – industrial, environmental and communication design
- Case study reports
- Development of a brief completing research and generating ideas

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 assists students with keeping their endeavours focused.

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

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 Presentations
- Folio of developments and refinements addressing the brief
- Developing and presenting a pitch
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.

Outcomes

1. 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 children.

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 adults.

3. On completion of this unit the student should be able to analyse a selected health issue facing Australia’s health system, and evaluate community and/or government actions that may address the issue.

Assessment Tasks
- Case Study
- Data Analysis
- Test
- Examination

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 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
- Written Responses
- Test

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

Outcomes

1. On completion of this unit the student should be able to describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.

2. On completion of this unit the student should be able to evaluate human impacts on outdoor environments and analyse procedures for promoting positive impacts, with reference to specific outdoor experiences.

Assessment Tasks

- Case Study Analysis
- Written Responses
- Test
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. 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
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
- Test -Recording Financial Data
- Test -Reporting and Interpreting Accounting

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 for 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 – Budgeting

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. Evaluate the power and influence of key global actors in the twenty-first century and assess the extent to which they achieve their aims.
2. Analyse and evaluate the types and forms of power as used by a specific Asia-Pacific state (Australia, China, Indonesia, Japan or the United States of America) in pursuit of its national interest.

Assessment Tasks
• Short and Extended Responses
• Short and Extended Responses / Essay

UNIT 4: GLOBAL CHALLENGES

In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges to solving them. This unit is concerned with contemporary issues and events. While these may have antecedents in issues and events before the twenty-first century, that students need to understand to contextualise contemporary global situations, focus needs to 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
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. Our study examines the causes of World War I and the ANZAC legend. We then turn attention to the rise of fascism in Germany and life under Hitler’s regime.

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
- Research Presentation and Project
- 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 and challenge/s to established social, political and/or economic power during the second half of the twentieth century.

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

HISTORY REVOLUTIONS - UNITS 3 AND 4

UNIT 3 AND 4: REVOLUTIONS

Students study two Marxist 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 processes to achieve justice.

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

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.

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

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 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**

What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of the two keys areas of philosophy; epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’ – and hence the study and practice of techniques of logic are central to this unit.

Outcomes

1. Discuss concepts relating to reality and knowledge, and analyse viewpoints and arguments concerning these, found within and across contemporary media.

2. Analyse, compare and evaluate theories of knowledge and discuss related contemporary debates.

Assessment Tasks

- Essay
- Oral/Multimedia Presentation
- Short Answer Response
- Written Analysis and Reflection
- Examination

**UNIT 2: QUESTIONS OF VALUE.**

What are the foundations about our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defined or criticized? This unit invites students to explore these questions in relation to different categories of value judgments within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

Outcomes

1. Analyse, compare and evaluate the philosophical viewpoints and arguments in relation to ethics

2. Discuss contemporary debates related to ethics

Assessment Tasks

- Essay
- Oral/Multimedia Presentation
UNIT 3: MINDS, BODIES AND PERSONS.

This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in set texts from the history of philosophy to their own views on these questions and to contemporary debates.

Assessment Tasks
- Essay
- Oral/Multimedia Presentation
- Short Answer Response
- Written Analysis and Reflection

UNIT 4: THE GOOD LIFE.

This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life. Students critically compare the viewpoints and arguments in set texts from both ancient and modern periods to their own views on how we should live, and use their understandings to inform their analysis of contemporary debates.

Assessment Tasks
- Essay
- Oral/Multimedia Presentation
- Short Answer Response
- Written Analysis and Reflection
LANGUAGES

LANGUAGE - JAPANESE
LANGUAGE - ITALIAN
LANGUAGES

(JAPANESE AND 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
Mathematics is a basic component of VCE programs at Footscray City College. In the VCE years, Mathematics is offered at a variety of units that are designed to be appropriate to the skills and aspirations of our students. Care should be taken in the selection of mathematics units, as each is designed for students of different abilities, aspirations and intended career pathways.

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.

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

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 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

**UNITS 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.

2. Apply mathematical processes 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**
- Applications Investigations
- Topic Tests
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. Describe and explain coordination and regulation of an organism’s immune responses at the molecular level.

Assessment Tasks
- Investigation of Biochemical Process - Osmosis
- Report on Practical Activity - Enzymes
- Report on Practical Activity - Animal Response
- Immune System Response

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.
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 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
included. Students undertake practical investigations that involve the manipulation of DNA and inherited features. Students also study the ethical Issues Involved In genetic research and gene manipulation. Students investigate changes to species and the process of natural selection. The interaction between human, cultural and technological evolutions and impact on the evolutionary process is studied.

Outcomes
1. Analyse evidence for the genetic basis of heredity, and patterns of inheritance.

2. Analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes.

Assessment Tasks
- Investigation Related to a Genetic Cross
- Investigation using a DNA Tool or Manipulation Technique
- Investigation related to Mitosis / Meiosis
- Report – Evolutionary Relationships
- Response to an Issue Related to Human Intervention in the Evolutionary Process

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.

Assessment Tasks
- Report on the Uses, Rate Considerations, Safety Issues and Wastes involved in the Industrial Production of a Selected Chemical
- Written Report of One Practical Activity
- Summary Report of at least Three Practical Activities relating to Energy Transformations
ENVIRONMENTAL SCIENCE

UNIT 1: THE ENVIRONMENT

This unit focuses on the environment and its components. The function of ecosystems and the interactions within and between the ecological components will be investigated. The unit presents opportunities to consider the effects of natural and human-induced changes in ecosystems. The Earth’s structure may be classified into four major categories: hydrosphere, lithosphere, atmosphere and biosphere. This unit examines the processes occurring within the spheres of the Earth and the interactions that occur within and between the ecological components of each major category. The environment is not static but undergoes continual change. It can be changed by natural or human induced factors. Students use scientific data and processes to examine environmental change. The characteristics of ecosystems are varied and subject to change. The changes within ecosystems can be short or long term, cyclic or random occurrences and caused by natural or human-induced factors.

Outcomes
1. Identify and describe the components and natural processes within the environment.
2. Analyse one human-induced environmental change and options for remediation
3. Explain the flow of energy, nutrient exchange and environmental changes in ecosystems.

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

UNIT 2: MONITORING THE ENVIRONMENT

This unit focuses on the characteristics of environmental indicators and their use in monitoring programs. Environmental indicator data will be defined, collected and interpreted. Environmental indicators are physical, chemical, biological or socioeconomic measures that best represent the key elements of a complex ecosystem or environmental issue. Environmental indicators are critical for analysing and reporting on the quality of the environment and in managing the maintenance of ecological functioning of systems. A local environmental issue is investigated and monitored using environmental indicators. The use of environmental indicators by a variety of government agencies or corporate organisations is also investigated.

Outcomes
1. Explain the nature of environmental indicators for pollution and ecological health of ecosystems.
2. Investigate and report on a local example of environmental degradation or environmental issue, using an appropriate monitoring program.
3. Analyse the scientific basis and use of standards for environmental indicators for pollution control and ecological health of ecosystems.

Assessment Tasks
- Fieldwork Reports
- Practical Activity Reports
- Multimedia/Poster Presentation
- Exam
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
• Textbook Problems
• Tests
• 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
• Laboratory Practical Investigations
• Report on Scientific Phenomena
• Textbook Exercises
• Examination

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
• Structure and Materials Data Analysis
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.
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
- Short Answer Test
- Production Activity and Short Answer Test
- Design Brief

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.

Assessment Tasks
- Design Brief
- Case Study Analysis
- Short Answer Test

UNIT 1: IT IN ACTION

This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives. In Areas of Study 1 and 3, students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images (still and moving) to create solutions that can be used to persuade, educate, inform and entertain. In Area of Study 3, students also explore how their lives are affected by ICT, and consider strategies for managing how ICT is applied. In Area of Study 2, students examine how networked information systems allow data to be exchanged locally and within a global environment, and explore how mobile devices, such as phones, are used within these networks.

Outcomes
1. Select data from data sets, design solutions and use a range of spreadsheet functions to develop solutions that meet specific purposes.

2. Recommend a networked information system for a specific use and explain possible security threats to this networked information system.

3. Contribute collaboratively to the design and development of a website that presents an analysis of a contemporary ICT issue and substantiates the team’s point of view.

Assessment Tasks
- On Screen Information Product using spreadsheets
- Networks test
- Group assignment on an ICT issue
- Examination

UNIT 2: IT PATHWAYS

This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users’ needs. In Area of Study 1 students analyse data from large repositories and manipulate selected data to create visualisations. In Area of Study 2 students
develop skills in using programming or scripting language software and they investigate careers that involve the use of these skills. Working in teams is an important and effective strategy for solving problems, and this strategy is applied in Area of Study 3 when students solve problems for clients in the community.

Outcomes
1. Apply the problem-solving methodology and use appropriate software tools to create data visualisations that meet users’ needs.
2. Design and develop using a programming or scripting language, limited solutions, record the learning progress electronically, and explain possible career pathways that require the use of programming or scripting skills.
3. Work collaboratively and apply the problem-solving methodology to create an ICT solution, taking into account client feedback.

Assessment Tasks
- Data Visualisation Presentation
- Simple Programming Design
- Collaborative Team Work Assignment
- Examination

UNIT 3 IT APPLICATIONS

The focus of Unit 3 is the World Wide Web and how it supports the information needs of individuals, communities and organisations. In Area of Study 1, students investigate the design and technical underpinnings of different types of websites that support the varying needs of online communities. Students use web authoring software to create prototype websites for particular online communities, taking into account both technical and non-technical constraints.

Area of Study 2 focuses on the use of a relational database management system (RDBMS). Students examine techniques used by organisations to acquire data via websites and consider the relationship between how the data is acquired and the structure of an RDBMS.

Outcomes
1. Apply stages of the problem-solving methodology to create a prototype website that meets an online community’s needs, and explain the technical requirements to support the hosting of this website.
2. Design and develop using a relational database management system, a solution to an information problem, and discuss why and how data is acquired via websites.

Assessment Tasks
- Website Prototype
- Relational Database

UNIT 4: IT APPLICATIONS

In this unit students focus on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information. In Area of Study 1 either a relational database management system (RDBMS) or spreadsheet software is selected and used to create solutions to information problems. In addition, students use web authoring or multimedia authoring software to produce onscreen user documentation.

In Area of Study 2, students explore how organisations manage the storage, communication and disposal of data and information in order to minimise threats to the integrity and security of data and information, and to optimise efficient information handling.
Outcomes
1. Use selected software to solve an ongoing information problem, and evaluate the efficiency and effectiveness of the solution in meeting the information needs of an organisation.

2. Evaluate the effectiveness of strategies used by organisations to manage the storage, communication and disposal of data and information, and recommend improvements to current practices.

Assessment Tasks
- Relational Database or Spreadsheet
- Test

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.

Assessment Tasks
- Analysis of an information problem with production of a software solution
- Creation of a prototype software solution to a specific client issue

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.

Assessment Tasks
• A Solution in Response to a Design Brief
• User Documentation and an Explanation of Security and Legal Matters
• Written Report/Test

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 electromechanical 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. Ability to understand, describe and use basic concepts and principles of mechanical engineering as applied in the design and construction of several systems in use today.

2. Ability to plan, design, construct, test and evaluate a mechanical or electromechanical system using the relevant aspects of the Systems Engineering Process. Students should be able to produce technical documentation of the various stages in the production of the system.

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 symbolic 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 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
• Assignments and Homework Tasks
• Examination

UNIT 3: INTEGRATED SYSTEMS ENGINEERING AND ENERGY

In this unit students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. Through the application of their knowledge, students design and plan an operational, electro-mechanical integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems. Students commence work on the design, planning and construction of one substantial controlled integrated system. This project has a strong emphasis on designing, production, testing and innovation. Students manage the project throughout the Systems Engineering Process taking into consideration the factors that will influence the design, planning, production and use of their integrated system. Comparisons are made between the impact of the use of renewable and non-renewable energy sources. Students learn about the technological systems developed to capture and store renewable energy and technological developments to improve the credentials of non-renewables.

Outcomes
1. On completion of this unit the student should be able to investigate, analyse and use advanced concepts in the design of controlled integrated electro-mechanical systems. Using relevant aspects of the Systems Engineering Process students should commence the planning, design and construction of an integrated and controlled system.

2. On completion of this unit the student should be able to discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy.

Assessment Tasks
• System Analysis and Presentation
• System Design and Development
• Assignments and Homework Tasks
• 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 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 integrated and controlled system using 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 impact 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
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.

**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

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

VCE VET: AERO SKILLS (AVIONICS)
VCE VET: FURNITURE MAKING
VCE VET: HORTICULTURE
VCE VET: HOSPITALITY
VCE VET: SPORT & RECREATION: FITNESS
VCE VET: TECHNICAL PRODUCTION (MUSIC)
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.
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 satisfactorily 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 2014 with the balance payable by the first week of December 2014.
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:

<table>
<thead>
<tr>
<th>COMPULSORY CORE UNITS</th>
<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>
<td></td>
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<tr>
<td>MEA103B</td>
<td>Plan and organise aviation maintenance work activities</td>
<td></td>
</tr>
<tr>
<td>MEA105C</td>
<td>Apply quality standards applicable to aviation maintenance processes</td>
<td></td>
</tr>
<tr>
<td>MEA107B</td>
<td>Interpret and use aviation maintenance industry manuals and specifications</td>
<td></td>
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<tr>
<td>MEA108B</td>
<td>Complete aviation maintenance industry documentation</td>
<td></td>
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<tr>
<td>MEA109B</td>
<td>Perform basic hand skills, standard trade practices and fundamentals in aviation maintenance</td>
<td></td>
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<tr>
<td>MEA117A</td>
<td>Apply self in the aviation maintenance environment</td>
<td></td>
</tr>
<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices</td>
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<table>
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<tr>
<th>ELECTIVE UNITS</th>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEA238B</td>
<td>Perform routine removal and installation of miscellaneous aircraft electrical hardware/components</td>
<td></td>
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<tr>
<td>MEA239B</td>
<td>Fabricate aircraft electrical looms and harnesses</td>
<td></td>
</tr>
<tr>
<td>MEA240B</td>
<td>Use electrical test equipment to perform basic electrical tests</td>
<td></td>
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<tr>
<td>MEA406B</td>
<td>Repair/modify aircraft non-primary structural sheetmetal components</td>
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Examples of Assessment Tasks include:

- Avionics training console tutorials
- Wiring and electronics practical exercises
- Experiments
- Project work
- Reports and folios
- Unit tests
VCE VET: FURNITURE MAKING

LMF30309 CERTIFICATE II IN FURNITURE MAKING (WITH SELECTED UNITS FROM LMF30302 CERTIFICATE III 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

COMPULSORY CORE UNITS - UNITS 1&2

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
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</thead>
<tbody>
<tr>
<td>MSAPMSUP102A</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>MSAPMSUP106A</td>
<td>Work in a team</td>
</tr>
<tr>
<td>MSAPMOHS200A</td>
<td>Work safely</td>
</tr>
<tr>
<td>LMF2004B</td>
<td>Prepare surfaces for finishing</td>
</tr>
<tr>
<td>HLTAID002</td>
<td>Provide basic emergency life support</td>
</tr>
<tr>
<td>MSAPMOPS101A</td>
<td>Make measurements</td>
</tr>
<tr>
<td>MSACMT251A</td>
<td>Apply quality standards</td>
</tr>
<tr>
<td>LMF2005B</td>
<td>Join solid timber</td>
</tr>
</tbody>
</table>

ELECTIVE UNITS

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<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
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<tbody>
<tr>
<td>CPCCOHS1001A</td>
<td>Work safely in the construction industry</td>
</tr>
<tr>
<td>LMF2003BS</td>
<td>Select and apply hardware</td>
</tr>
<tr>
<td>LMF2006B</td>
<td>Hand make timber joints</td>
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COMPULSORY CORE UNITS - UNITS 3&4

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<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
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<tbody>
<tr>
<td>LMF3002B</td>
<td>Construct furniture using leg and rail method</td>
</tr>
<tr>
<td>LMF3012B</td>
<td>Prepare cutting list from plans and job specifications</td>
</tr>
<tr>
<td>LMF3001B</td>
<td>Read and interpret work documents</td>
</tr>
<tr>
<td>LMF2002B</td>
<td>Assemble furnishing components</td>
</tr>
<tr>
<td>LMF2001B</td>
<td>Use furniture making hand and power tools</td>
</tr>
<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices 30</td>
</tr>
</tbody>
</table>

Total hours 374–530

Examples of Assessment Tasks include:
• Practical joint making exercises
• Furniture Projects
• Project folios
• Work book completion
• Exams
• Work Placements
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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMPULSORY</strong></td>
<td></td>
</tr>
<tr>
<td>AHCOHS201A</td>
<td>Participate in OHS processes</td>
</tr>
<tr>
<td>AHCWRK209A</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td><strong>LANDSCAPE</strong></td>
<td></td>
</tr>
<tr>
<td>AHCLSC201A</td>
<td>Assist with landscape construction work</td>
</tr>
<tr>
<td><strong>NURSERY</strong></td>
<td></td>
</tr>
<tr>
<td>AHCNSY201A</td>
<td>Pot up plants</td>
</tr>
<tr>
<td>AHCNSY202A</td>
<td>Tend nursery plants</td>
</tr>
<tr>
<td>AHCNSY203A</td>
<td>Undertake propagation activities</td>
</tr>
<tr>
<td>AHCNSY204A</td>
<td>Maintain indoor plants</td>
</tr>
<tr>
<td><strong>PLANTS</strong></td>
<td></td>
</tr>
<tr>
<td>AHCPCM201A</td>
<td>Recognise plants</td>
</tr>
<tr>
<td><strong>PARKS AND GARDENS</strong></td>
<td></td>
</tr>
<tr>
<td>AHCPGD203A</td>
<td>Prune shrubs and small trees</td>
</tr>
<tr>
<td><strong>TURF</strong></td>
<td></td>
</tr>
<tr>
<td>AHCTRF203A</td>
<td>Renovate grassed areas</td>
</tr>
<tr>
<td><strong>IRRIGATION</strong></td>
<td></td>
</tr>
<tr>
<td>AHCIRG202A</td>
<td>Assist with the operation of pressurised irrigation</td>
</tr>
<tr>
<td><strong>MACHINERY OPERATION AND MAINTENANCE</strong></td>
<td></td>
</tr>
<tr>
<td>AHCMMOM203A</td>
<td>Operate basic machinery and equipment</td>
</tr>
<tr>
<td>AHCMMOM204A</td>
<td>Undertake operational maintenance of machinery</td>
</tr>
<tr>
<td><strong>PEST MANAGEMENT</strong></td>
<td></td>
</tr>
<tr>
<td>AHCMPMG202A</td>
<td>Treat plant pests, diseases and disorders</td>
</tr>
<tr>
<td><strong>SOILS AND MEDIA</strong></td>
<td></td>
</tr>
<tr>
<td>AHCSOL201A</td>
<td>Determine basic properties of soil / growing media</td>
</tr>
<tr>
<td>AHCPHT201A</td>
<td>Plant horticultural crops</td>
</tr>
<tr>
<td>AHCPHT203A</td>
<td>Support horticultural crop harvesting</td>
</tr>
<tr>
<td>HLTFA211A</td>
<td>Provide basic emergency life support</td>
</tr>
</tbody>
</table>

Examples of Assessment Tasks include:
- Horticultural practical exercises
- Written reports
- Class Tests
- Research Assignments
- Class presentations
Course Aims
To provide access to a range of potential career paths within the hospitality industry. Provide training and skill development for the achievement of competence in areas such as commercial cookery. It enables participants to gain a recognised credential and make a 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
VCAL: This program contributes to the Industry Specific Skills

PROGGRAM STRUCTURE:

<table>
<thead>
<tr>
<th>VCE VET UNITS 1 &amp; 2</th>
<th>(YEAR 11) COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE</td>
<td>UNIT OF COMPETENCE</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITHCCC102</td>
<td>Prepare simple dishes</td>
</tr>
<tr>
<td>SITHIND201</td>
<td>Source and use information on the hospitality industry</td>
</tr>
<tr>
<td>SITXFSA101</td>
<td>Use hygiene practices for food safety</td>
</tr>
<tr>
<td>SITXINV202</td>
<td>Maintain the quality of perishable items</td>
</tr>
<tr>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
</tr>
<tr>
<td>SITHCCC101</td>
<td>Use food preparation equipment</td>
</tr>
<tr>
<td>SITHCCC201</td>
<td>Produce dishes using basis methods of cookery</td>
</tr>
<tr>
<td>SITHKOP101</td>
<td>Clean kitchen premises and equipment</td>
</tr>
<tr>
<td>SITHCCC003B</td>
<td>Receive and Store Kitchen Supplies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VCE VET UNITS 3 &amp; 4</th>
<th>(YEAR 12) COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE</td>
<td>UNIT OF COMPETENCE</td>
</tr>
<tr>
<td>SITHCCC201</td>
<td>Prepare Appetisers and Salads</td>
</tr>
<tr>
<td>SITHCCC203</td>
<td>Produce Stocks, Sauces and Soups</td>
</tr>
<tr>
<td>SITHCCC204</td>
<td>Produce Vegetables, Fruits, Eggs and Farinaceous Dishes</td>
</tr>
<tr>
<td>SITHCCC207</td>
<td>Use cookery skills effectively</td>
</tr>
<tr>
<td>SITXINV301</td>
<td>Purchase goods</td>
</tr>
</tbody>
</table>

OTHER REQUIREMENTS
Students are required to wear a chef’s uniform. Approximate cost of the uniform is $80. This is in addition to the Course Fee.
Additional: Students will also need to purchase a Hospitality workbook. This is in addition to the Course Fee.

Students undertaking this Hospitality course will be required to participate in 2-3 catering events outside normal class time as part of the course requirement.
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.

VCE VET UNITS 1 & 2 SRC20206 CERTIFICATE II IN COMMUNITY RECREATION FITNESS FOCUS

<table>
<thead>
<tr>
<th>COMPULSORY CORE UNITS</th>
<th>UNIT OF COMPETENCE</th>
</tr>
</thead>
<tbody>
<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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STREAM UNITS</th>
<th>UNIT OF COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRCCRD002B</td>
<td>Apply the principals of community development to community recreation work</td>
</tr>
<tr>
<td>SRCCRO002B</td>
<td>Respond to clients at risk</td>
</tr>
<tr>
<td>SRCCRO003B</td>
<td>Apply point of sale handling procedures in recreational setting</td>
</tr>
<tr>
<td>SRXCAI001B</td>
<td>Assist in preparing sport &amp; recreation sessions for participants</td>
</tr>
<tr>
<td>SRXCAI002B</td>
<td>Assist in conducting sport &amp; recreation sessions for participants</td>
</tr>
<tr>
<td>SRXCAI003B</td>
<td>Provide equipment for activities</td>
</tr>
<tr>
<td>SRXEMR001A</td>
<td>Respond to emergency situations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVE UNITS</th>
<th>UNIT OF COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRCCAP001A</td>
<td>Apply Exercise Science to Community Activity Program</td>
</tr>
<tr>
<td>SRCCAP002A</td>
<td>Promote the benefits of healthy eating to participants</td>
</tr>
<tr>
<td>SRCCAP003A</td>
<td>Demonstrate basis of body functioning to an activity group</td>
</tr>
<tr>
<td>SRCCAP005A</td>
<td>Perform warm up stretching &amp; cool down techniques before &amp; after participation in an activity</td>
</tr>
<tr>
<td>BSBCMN204A</td>
<td>Work effectively with others</td>
</tr>
</tbody>
</table>
# 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

### VCE VET UNITS 1 AND 2 (YEAR 11) UNITS OF COMPETENCE

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNIT OF COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203A</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>CUECOR01C</td>
<td>Manage own work and learning</td>
</tr>
<tr>
<td>CUEIND01C</td>
<td>Source and apply entertainment industry knowledge</td>
</tr>
<tr>
<td>CUSOHS301A</td>
<td>Follow occupational health and safety procedures</td>
</tr>
<tr>
<td>CUFCMP301A</td>
<td>Implement copyright arrangements</td>
</tr>
<tr>
<td>CUFSON204A</td>
<td>Perform basic sound editing</td>
</tr>
</tbody>
</table>

### ELECTIVE UNITS (CHOICE OF 7 UNITS)

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNIT OF COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUSIND302A</td>
<td>Plan a career in the creative arts industry</td>
</tr>
<tr>
<td>CUESOU01C</td>
<td>Repair and maintain audio equipment</td>
</tr>
<tr>
<td>CUSMPF202A</td>
<td>Incorporate music technology into performance</td>
</tr>
<tr>
<td>CUSOU201A</td>
<td>Assist with sound recordings</td>
</tr>
<tr>
<td>CUSMCP301A</td>
<td>Compose simple songs or musical pieces</td>
</tr>
</tbody>
</table>

### VCE VET UNITS 3 & 4 (YEAR 12) COMPETENCIES

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNIT OF COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUSSOU301A</td>
<td>Provide sound reinforcement</td>
</tr>
<tr>
<td>CUSSOU302A</td>
<td>Record and mix a basic music demo</td>
</tr>
<tr>
<td>CUESOU07B</td>
<td>Apply a general knowledge of audio to work activities</td>
</tr>
<tr>
<td>CUESOU08B</td>
<td>Select and manage microphone and other audio input sources</td>
</tr>
<tr>
<td>CUSSOU303A</td>
<td>Set up and disassemble audio equipment</td>
</tr>
</tbody>
</table>