



LILYDALE HEIGHTS
COLLEGE

CURRICULUM HANDBOOK



YEAR 12 | 2024

TABLE OF CONTENTS

Senior School Study Options	3
Additional Details	5
<i>Senior School Contacts</i>	5
<i>VCE Enrichment Program</i>	5
<i>Studying: what you need for the future</i>	5
<i>Student Engagement in Learning for the Future (SELF)</i>	5
<i>FAQs</i>	6
VCE and VET Subjects offered at Lilydale Heights College	7
Vocational Education and Training (VET)	8
VCE/VCE-VM Policy	10
<i>Student work and attendance requirements</i>	10
<i>Procedures to be followed if work cannot be authenticated</i>	11
Additional supports	12
<i>Career Education And Development</i>	12
<i>Student Wellbeing and Engagement</i>	12
<i>Library And Information Resource Centre</i>	12
Unit Descriptions – VCE and VET Certificates Offered at Lilydale Heights College	13
English Learning Area	13
<i>English</i>	13
<i>English as an Additional Language</i>	15
<i>Literature</i>	16
Mathematics Learning Area	17
<i>General Mathematics</i>	17
<i>Mathematical Methods</i>	18
Languages Learning Area	19
<i>Japanese Second Language</i>	19
Health and Physical Education Learning Area	20
<i>Health and Human Development</i>	20
<i>Physical Education</i>	21
Science Learning Area	22
<i>Biology</i>	22
<i>Chemistry</i>	23

<i>Physics</i>	24
<i>Psychology</i>	25
Humanities Learning Area	26
<i>History Revolutions</i>	26
<i>Business Management</i>	27
<i>Legal Studies</i>	28
Technology Learning Area	29
<i>Food Studies</i>	29
<i>Product Design and Technology</i>	30
The Arts Learning Area	31
<i>Art and Creative Practice</i>	31
<i>Media Studies</i>	32
<i>Theatre Studies</i>	33
<i>Visual Communication and Design</i>	34
VCE – Vocational Major (Formerly VCAL)	34
<i>Literacy</i>	35
<i>Numeracy</i>	36
<i>Personal Development</i>	37
<i>Work-Related Skills</i>	38
<i>Industry-Specific Skills</i>	38
Vocational Education and Training (VET)	39
<i>Priority VET pathways</i>	40
<i>Flexible VET pathways</i>	42
VCE and VCE-VM Subject Curriculum Contributions	45

SENIOR SCHOOL STUDY OPTIONS

Commencing 2023, all Senior Students will be completing the Victorian Certificate of Education. Following the Firth Review, all strands of learning have been combined into one certificate to acknowledge the rich diversity of pathways that the Victorian system has to offer.

With these changes comes valuable opportunities for students to select a program that will be right for them. These Study Options are:

- Victorian Certificate of Education (VCE)
- Victorian Certificate of Education – Vocational Major (VCE-VM) (Formerly VCAL)

All students have the opportunity to study a Vocational Education and Training (VET) subject.

	Victorian Certificate of Education	Victorian Certificate of Education – Vocational Major (Formerly VCAL)
Overview	<p>The VCE offers a range of subjects to meet student interests and allow them to specialise in their chosen academic, practical, and creative field(s). Students work towards the ATAR, allowing them access to University placements upon completion of Year 12, as well as a wide variety of other training, educational, and workplace opportunities</p>	<p>The VCE-VM prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce. It is strongly recommended for students who have a firm idea of a pathway that they would like to explore.</p>
Course requirements	<p>Students undertaking the VCE at Lilydale Heights College will complete:</p> <p>6 Unit 1-2 subjects at Year 11</p> <p>5 Unit 3-4 subjects at Year 12</p> <p>All students must complete English in both years, and be successful in at least three Units (including a 3-4 sequence) to be eligible for their VCE</p>	<p>Students undertaking the VCE-VM at must complete a minimum of 16 units across two years, including four Unit 3-4 sequences. These must include:</p> <p>At least three units of Literacy OR English</p> <p>At least two units of Numeracy OR General Maths</p> <p>At least two units of Work Related Skills</p> <p>At least two units of Personal Development Skills</p>

Additional Note		<p>There may be the opportunity for students to undertake a VCE subject as part of their VCE-VM. This is subject to timetabling constraints, and will be different for all students based on their pathways and circumstances.</p> <p>Students also have the opportunity to incorporate a traineeship or apprenticeship into this program, and can receive additional credits for Structured Workplace Learning.</p>
Vocational Education and Training (VET)	<p>Students can complete a VET subject as part of their VCE studies. This can contribute to their ATAR.</p> <p>Refer to the VET page for a list of potential courses, and chat to Ms Steeper or Ms Honey about how each can contribute to your ATAR</p>	<p>Students <u>must</u> complete at least two VET credits at a Cert II or higher to be eligible to receive their VCE-VM.</p> <p>Refer to the VET page for a list of potential courses, and chat to Ms Steeper or Ms Honey about how each can contribute to your VCE-VM requirements</p>
Making the Decision	<p>Are you interesting in having University as an option post-secondary school, as well as TAFE and job opportunities?</p> <p>Are you interested in a wider variety of subjects tailored to your interests and skills?</p> <p>Would you like enhanced ability to focus on the arts, sciences, humanities, and languages?</p>	<p>Have you got a specific pathway in mind?</p> <p>Are you interested in practical, hands-on learning?</p> <p>Are you certain that you do not want an ATAR and the potential pathways that offers?</p> <p>Do you feel confident participating in two-three different educational/vocational settings every week?</p>

As you read through the Lilydale Heights College Senior School Handbook, there is a range of study advice incorporated into the pages. Please consider each piece of advice carefully.

ADDITIONAL DETAILS

SENIOR SCHOOL CONTACTS

Mr Bryce Denny – Leader of Teaching and Learning

Ms Emma Steeper – Senior School Leader

Ms Courtney Jordan – Careers and VET Coordinator

VCE ENRICHMENT PROGRAM

It is possible to:

- Commence some Unit 1 and 2 studies in Year 10 with appropriate teacher recommendation
- Complete a Unit 3 and 4 sequence at Year 11 if the student completed Unit 1 and 2 in Year 10 and has teacher recommendation to continue. In exceptional situations students may have the opportunity to begin a study at a Unit 3 and 4 level without completing Units 1 and 2 in the subject.

The aim of this program is to provide students with the opportunity to excel in their VCE program and to provide a flexible program that meets the individual needs of students.

STUDYING: WHAT YOU NEED FOR THE FUTURE

Students should base their VCE/VCE-VM studies on future needs. Even if you have not decided on a career path, select subjects that you know you can do well in and that interest you.

Check that these studies provide a **PATHWAY** to further study and to work, and check your options with your Careers Coordinator.

- Never assume you will not go on to TAFE or tertiary studies.
- Never assume you will leave the College after Year 11.

Your **senior school counselling interview** with a trained member of staff provides you with the opportunity to ask questions and to seek information. Come prepared with the questions you need answered.

STUDENT ENGAGEMENT IN LEARNING FOR THE FUTURE (SELF)

All students from years 7-12 at Lilydale Heights College participate in Student Engagement in Learning for the Future (SELF) classes that have been designed to engage students in their own learning and to foster Excellence, Respect and Responsibility in their lives as College students and as global citizens. All SELF classes have a specific learning focus for the year and have common themes.

In Year 11 and 12 students focus in SELF classes on developing strong study skills such as time management and different revision techniques. They develop skills that allow them to deal with stress and understand how to access assistance when required. They also cover topics such as cyber safety, setting of learning goals, and using feedback effectively to improve future learning.

WHAT IS VET?

VET is Vocational Education and Training, an industry-based form of learning that allows students to specialise in a field that interests them. Students work to obtain a qualification such as a Certificate or Diploma. Most VET courses are run externally from the College and require additional travel and materials for students. See additional information in this handbook.

WHAT IF I COMPLETED YEAR 11 VCE IN 2023 BUT WANT TO SWAP INTO THE VCE-VM?

This may be possible, but it may be dependent of VET studies and the availability of appropriate courses. You must have passed at least one Unit of Year 11 English.

CAN I BEGIN A VCE IN YEAR 11 2024 AND SWAP TO A VCE-VM PARTWAY THROUGH?

Yes, however with the English/Literacy credits required, we recommend the change is made after obtaining a Unit 1 pass. It is also recommended that you have a VET subject to complete, so if you're unsure of your best path now, enrolling in a VET subject is strongly suggested.

CAN I GO TO UNIVERSITY AFTER YEAR 12 IF I COMPLETE A VCE-VM?

There are some University courses that do not require an ATAR. You would also have the opportunity of others University courses later as a mature-aged student; some have TAFE bridging courses. Discuss all these options with your careers coordinator.

CAN I START VCE-VM IN YEAR 11 AND THEN SWAP TO VCE IN YEAR 12?

To complete your VCE you need to achieve three Units from the VCE English group, including a Unit 3-4 sequence. This means that to make the change, you would need to swap before Unit 2 commences and be successful in all English Units undertaken.

WHAT IS A SBAT AND CAN I COMPLETE ONE DURING MY VCE-VM?

SBAT stands for School-Based Apprenticeship and Traineeship, which offers students the opportunity to take on a more involved role in the workplace during their studies. There is an option to complete a (SBAT) with the VCE-VM. This involves an external body called Head Start, who oversee all SBATs. To be considered a SBAT candidate, students must have completed at least two weeks of work experience in their chosen field, each week at a different business. There is also a detailed process involving an Expression of Interest, interviews, and induction. In many fields, students will need to have an employer ready.

DO I NEED STRUCTURED WORKPLACE LEARNING (SWL) TO OBTAIN MY VCE-VM?

While you do not need to complete SWL in order to obtain your certificate, it is highly recommended that students do so, in order to access all the benefits of the Vocational Major. Completing SWL can attribute to a student's VCE-VM unit credits.

CAN I COMPLETE VCE SUBJECTS IN VM?

There is the scope within the VCE-VM curriculum to allow students to complete VCE subjects in conjunction with VCE-VM subjects, however this will be dependent on overarching timetabling requirements. Requests should be discussed individually with Ms Steeper.

VCE AND VET SUBJECTS OFFERED AT LILYDALE HEIGHTS COLLEGE

TITLE	Units Offered			
	1	2	3	4
ENGLISH				
English	✓	✓	✓	✓
English as an Additional Language (EAL)	✓	✓	✓	✓
Literature	✓	✓	✓	✓
THE ARTS				
Media	✓	✓	✓	✓
Art Creative Practice	✓	✓	✓	✓
Theatre Studies	✓	✓	✓	✓
Visual Communication and Design	✓	✓	✓	✓
HUMANITIES				
Business Management	✓	✓	✓	✓
History	✓	✓	✓	✓
Legal Studies	✓	✓	✓	✓
HEALTH & PHYSICAL EDUCATION				
Health & Human Development	✓	✓	✓	✓
Outdoor & Environmental Studies	✓	✓		
Physical Education	✓	✓	✓	✓

TITLE	Units Offered			
	1	2	3	4
MATHEMATICS				
General Mathematics	✓	✓	✓	✓
Mathematical Methods	✓	✓	✓	✓
SCIENCE				
Biology	✓	✓	✓	✓
Chemistry	✓	✓	✓	✓
Physics	✓	✓	✓	✓
Psychology	✓	✓	✓	✓
TECHNOLOGY				
Food Studies	✓	✓	✓	✓
Product Design & Technology	✓	✓	✓	✓
VET Conservation and Ecosystems Management	✓	✓		
LANGUAGES				
Japanese	✓	✓	✓	✓

Additional VET Courses (Units 1-4) are available through the Yarra Valley and Mullum VET Clusters.

VET offers students the opportunity to:

- combine general and vocational studies
- explore career options and pathways
- undertake learning in the workplace
- gain a recognised qualification or credit towards a qualification that contributes to the VCE or VCE-VM
- develop skills that will equip students for the workforce and further study.

WHERE CAN VET BE UNDERTAKEN?

Lilydale Heights College is part of the Yarra Valley and Mullum VET Clusters. These clusters provide a range of courses available to students within the local area. VET courses are hosted at various schools and some at TAFE providers.

HOW DOES VET CONTRIBUTE TO THE VCE?

VET may contribute to the VCE at the Units 1 & 2 or Units 3 & 4 level. VET studies can be scored or unscored.

HOW DOES VET CONTRIBUTE TO THE VCE-VM?

2 VET credits at Certificate II level or above (180 nominal hours) are a required component of the VCE-VM. Each completed 90-hour block of VET equals one VCE-VM unit.

HOW DOES VET CONTRIBUTE TO THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)?

The contribution of VCE VET programs to the ATAR is as follows:

- Where a scored Units 3 and 4 sequence is available it will contribute directly to the ATAR, either as one of the student's primary four studies or as a fifth or sixth study.
- For unscored VCE VET programs, students who successfully complete a Units 3 and 4 sequence can receive an increment of 10% of the average of the primary four ATAR subject scores.
- VTAC may award students who receive a Units 3 and 4 sequence through Block Credit Recognition a 10% increment towards their ATAR.

HOW IS VET UNDERTAKEN AS PART OF THE VCE/VCE-VM?

There are three ways to undertake VET.

1. VCE VET Programs

VCE VET programs are put together by the VCAA, lead to nationally recognised qualifications and provide credit towards the VCE or VCE-VM.

2. Apprenticeships and Traineeships

Students can undertake an apprenticeship or traineeship while still at school as either a school-based apprentice or trainee, or part-time apprentice or trainee. Apprenticeships and traineeships provide credit towards the VCE or VCE-VM.

3. Block Credit Recognition

Students who undertake qualifications not included in the suite of approved VCAA VCE VET programs may be eligible for credit towards their VCE through Block Credit Recognition. Credit is awarded in the VCE on the basis of achieving units of competency. Credit is determined by the AQF level and the nominal hours of the units of competency.

ALL VCE-VM students must be enrolled in a VET subject, even if they intend to enrol as a School Based Apprentice or Trainee (SBAT)

In addition to selecting “Year 11 VET subject” when making subject selections, students wanting to enrol in a VET course must complete an online VET Application Form. See the Careers Coordinator or Senior School Leader for further details.

POLICY AS IT APPLIES TO STUDENTS

- The school communicates assessment expectations to all students at the beginning of the school year. Teachers are responsible for communicating the dates and expectations for each individual assessment to students throughout the year.
- Satisfactory completion of class work and 90% attendance are required to be eligible to attempt School-Assessed Coursework
- Teachers report on student achievements via Compass Learning Tasks and end-of-semester reports. This includes written comments and grades for School-Assessed Coursework tasks as well as unit results.
- If a student is absent from an assessment due to illness, with a medical certificate or for genuine reasons, the student will be given the opportunity to undertake the task at a different time.
- To be eligible to undertake an assessment task at an alternative time, students are required to apply for an extension of time to complete the task.
- The alternative time for the assessment will be organised between the Senior School Leader, the teacher and the student. The assessment time can be organised outside of the normal class-time and when the student does not have scheduled classes.
- The student must ensure that all unacknowledged work submitted is genuinely their own.
- The student is required to work on tasks in class so that the teacher can monitor and record the development of the work and attest that the work is that of the student.
- If the teacher cannot authenticate work, they will discuss the problem with the student and immediately notify the Senior School Leader.

STUDENT WORK AND ATTENDANCE REQUIREMENTS

The Victorian Curriculum and Assessment Authority (VCAA) has set down a detailed set of procedures which all schools must follow to ensure that VCE assessment is fair and equitable for all students.

It is very important for VCE students to remember that problems can be avoided by:

Attending class regularly.

The student must attend at least 90% of classes in each subject.

Making good use of time in class to complete the **all Learning Tasks and** School-Assessed Coursework.

Working on set tasks in class to ensure that the teacher can verify that it is the student's own work.

Regular revision throughout the school year.

PROCEDURES TO BE FOLLOWED IF WORK CANNOT BE AUTHENTICATED

All allegations should be handled sensitively and may need to be kept confidential.

On receipt of an allegation, the Learning Leader should conduct a preliminary investigation to determine if there is any substance to the allegation requiring further, more rigorous investigation.

The Learning Leader must approach the investigation with an open mind, and act fairly and without bias. They should consider any allegation against the student, the evidence of anyone who might have something relevant to say about an allegation, and any documents or information that may shed light on whether an allegation has substance or not.

If this investigation suggests there is any substance to any allegation, the student will be informed and given the opportunity to respond.

The Learning Leader will determine the impact on the assessment and whether setting another assessment is appropriate.

If it is a VCE breach the student should be informed in writing of the nature of the allegation and be invited to attend an interview to respond. Adequate notice of the interview should be given to the student, who should be given the opportunity to bring a support person to provide moral support (but not to represent the student or speak on their behalf).

The student may be required to demonstrate their understanding or provide evidence that the work submitted is their own.

If the school is satisfied that a breach of authentication has occurred, a penalty may be imposed. The Principal may reprimand the student, or the school may decide not to accept part or all of the Assessment Tasks or School-Assessed Coursework.

The student will have the right to appeal to the Victorian Curriculum and Assessment Authority against the penalty, but only if work has been completed by the due date.

ADDITIONAL SUPPORTS

CAREER EDUCATION AND DEVELOPMENT

WHAT IS A CAREER?

Originally the term 'career' referred only to paid employment. Today it covers a broader range of activities associated with learning, education, working and lifestyle. It is therefore important to consider all of these aspects of life when thinking about 'career'.

WHAT DOES A CAREERS COUNSELLOR DO?

Careers Counsellors work with people to empower them to explore their understanding of themselves and the world of work and to make meaningful connections between the two. We are assisted by assessments and tools that outline dominant interest areas, personality types or skills and abilities to facilitate the thinking process. However, the key is for the student to use this information to research and evaluate options in their own life. No teacher, counsellor or test will ever be able to give a 'crystal ball' type answer. By encouraging and strengthening students' ability to investigate and evaluate choices for their own lives, we are building skills that they will use all their lives. Research has suggested that future generations will change aspects of their career more than five times in their life. It is imperative, therefore, that we help students build the skills to be able to make these changes confidently and knowledgeably throughout their lives, long after they have left school.

CAREERS CENTRE

The Careers Centre is a dedicated space where careers and course information is displayed. This will be in the Library area once C-Wing is reopened in Term 3, 2022. Students are welcome to visit the centre during recess, lunchtime and during study periods when the Careers Coordinator is in the office. Students and parents may also make appointments as necessary.

STUDENT WELLBEING AND ENGAGEMENT

The Student Wellbeing and Engagement Leader, Year Level Liaison and Senior School Leader are all available to students needing assistance or support to continue effective learning and development of personal skills within the College.

Students have access to School Support Services (Psychologists).

The Student Wellbeing Coordinator can provide assistance in regard to Centrelink payments such as Youth Allowance.

Queries regarding legal issues and youth accommodation can be directed to the Student Wellbeing Coordinator.

LIBRARY AND INFORMATION RESOURCE CENTRE

The Library and Information Centre has a comprehensive collection of books, magazines, newspapers as well as internet access to meet the curriculum resource needs and the interests of our College community.

We network with other College libraries sharing resources and expertise.

The Centre is open during class times, after school and some recesses and lunchtimes.

UNIT DESCRIPTIONS – VCE AND VET CERTIFICATES OFFERED AT LILYDALE HEIGHTS COLLEGE

ENGLISH LEARNING AREA

Students are required to attempt four units from the English group. They must successfully complete three units to obtain their VCE certificate. To obtain an ATAR score students must complete Units 3 & 4 in an English group sequence.

ENGLISH

UNIT THREE

EN013

Students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. Students work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing. They experiment with adaptation and individual creation, and demonstrate insight into ideas and effective writing strategies in their texts.

Assessment for Unit 3

- Written analytical interpretation of a text.
- A written text constructed in consideration of audience, purpose and context.
- A commentary reflecting on writing processes.

UNIT FOUR

EN014

Students apply reading and viewing strategies to engage with a text, and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features. Students then analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students consider the purpose, audience and context of each text, the arguments, and the ways written and spoken language, and visuals are employed for effect. They analyse the ways all these elements work together to influence and/or convince an intended audience.

Assessment for Unit 4

- Analytical responses
- Oral persuasive presentation on a media issue
- Examination

PREREQUISITE INFORMATION

Students must have satisfactorily completed either Unit 1 or Unit 2 English before entering Unit 3.

PATHWAYS INFORMATION

To find out more about pathways information relating to English, visit <https://myfuture.edu.au/bullseyes/details/11-english>

UNIT THREE
EN333

In this unit students read and respond to texts analytically and creatively.

Assessment for Unit 3

- Analytical written response on a set text

UNIT FOUR
EN444

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

Assessment for Unit 4

- Compare and contrast analysis of two selected texts
- Construct a sustained and reasoned point of view on an issue currently debated in the media
- Examination

PREREQUISITE INFORMATION

For Units 1 and 2, provision for English as an Additional Language (EAL) students is a matter for school decision. For Units 3 and 4, EAL students must have satisfactorily completed either Unit 1 or Unit 2 English/EAL and need to meet the VCAA criteria for enrolment in VCE EAL. Enrolment in EAL is available only to students with approved EAL status. Students applying for EAL status (including deaf and hearing-impaired students, and Aboriginal and Torres Strait Islander students whose first language is not English) should indicate this on their VCE Student Personal Details form or VCE-VM Student Personal Details form. Identifying a student as having EAL status does not automatically enrol the student in EAL.

UNIT THREE

In this Unit students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. The students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation.

Assessment for Unit 3

- Written interpretations of texts
- Personal and analytical writing
- Comparative responses

UNIT FOUR

In this Unit students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text.

Assessment for Unit 4

- Creative response to a text
- A close analysis of texts and key passages
- Examination

PREREQUISITE INFORMATION

While it is recommended that students complete Units 1 and 2 Literature before completing Units 3 and 4, there are no prerequisites.

PATHWAYS INFORMATION

To find out more about pathways information relating to Literature, visit <https://myfuture.edu.au/bullseyes/details/11--english>

MATHEMATICS LEARNING AREA

Mathematics has a variety of options at VCE. To best guide student choice, we have included under prerequisites the recommended standards students should have achieved in their current course.

If you have spent years wondering why mathematics is important or when it is useful in the real world, this is where you will find out! The skills learned in this subject are not only useful in Science, Technology, Engineering and Mathematics (STEM) jobs, but also in everyday life. In this subject you will be applying maths to real life and everyday scenarios from analysing data trends to choosing the best possible bank loan to save you money.

GENERAL MATHEMATICS

UNIT THREE

How does a business owner predict what their sales will be next summer? How can they be a smart banker and choose the best business loan with the lowest payable interest? This core unit helps answer these questions, being comprised of *Data Analysis* and *Recursion and Financial Modelling*. The focus is on investigating trends and making predictions, modelling financial situations such as bank loans, interest, and several types of investment options.

UNIT FOUR

Unit Three scratches the surface of real world applied mathematics, whereas Unit Four dives deeper into some further techniques. This unit comprises of two units: *Matrices* and *Networks and Decision Mathematics*. Matrices are used for an incredibly diverse range of applications in many STEM careers, with General Mathematics using them to solve simultaneous equations and analyse systems such as road networks and sporting tournaments. Networks and Decision Mathematics are used to calculate the best possible option in various situations, such as maximising sporting scores and minimising travel time between destinations.

Assessment

For all assessments, your calculator and one fully bound reference book is allowed.

- 4 SACs, one for each topic covered
- Exam 1 is a 1.5-hour multiple choice exam
- Exam 2 is a 1.5-hour written response exam

PATHWAYS INFORMATION

To find out more about pathways information relating to Mathematics, visit

<https://myfuture.edu.au/bullseyes/details/22--maths>

Many tertiary studies have a prerequisite in Mathematics. Visit

<https://delta.vtac.edu.au/CourseSearch/searchguide.htm> to find out if your course requires Maths.

PREREQUISITE INFORMATION

At Year 11 students should have achieved either a Satisfactory result in General Mathematics or Mathematical Methods Units 1 & 2.

MATHEMATICAL METHODS

Have you ever wondered how people create the perfect curve for a rollercoaster? Or how to create a model to predict the population in 20 years' time? If I have 100m of fencing, how can I create a paddock with the maximum area? Functions, Graphs, Algebra and Calculus can help you find all of these answers plus more! Students selecting this subject will study the following Areas of Study:

- Functions & Graphs (including power, exponential, logarithmic, circular and polynomial functions)
- Algebra (factorising, expanding, solving equations)
- Calculus (including finding derivatives of polynomials, exponential, logarithmic, power and circular functions, indefinite and definite integrals)
- Probability & Statistics (discrete and continuous probability distributions)

Assessment

- Tests
- Application Task
- Assignment
- Classwork
- End of year Examinations

PATHWAYS INFORMATION

To find out more about pathways information relating to Mathematics, visit <https://myfuture.edu.au/bullseyes/details/22--maths>

Many tertiary studies have a prerequisite in Mathematics. Visit <https://delta.vtac.edu.au/CourseSearch/searchguide.htm> to find out if your course requires Maths.

PREREQUISITE INFORMATION

All Year 11 students should have received a satisfactory result in Mathematical Methods Units 1 & 2. Discussions must be held with the relevant teachers before applying for Unit 3 & 4

JAPANESE SECOND LANGUAGE

UNIT THREE

LO463

In this unit students investigate the way Japanese speakers interpret and express ideas and negotiate and persuade in Japanese through the study of topics from prescribed themes. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information through Japanese and consolidate and extend vocabulary and grammatical knowledge and language skills.

UNIT FOUR

LO464

In this unit students investigate aspects of culture through the study of two or more topics. Students build on their knowledge of Japanese-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammatical knowledge and language skills to investigate topics through Japanese.

Assessment

- Written assessment Tasks
- Listening and Reading Tasks
- Oral Presentations
- Examinations

PATHWAYS INFORMATION

To find out more about pathways information relating to Languages, visit <https://myfuture.edu.au/bullseyes/details/21--languages>.

PREREQUISITE INFORMATION

Unit 1 & 2 Japanese are a prerequisite for this subject.

UNIT THREE – AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

HH033

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept. As they consider the benefits of optimal health and wellbeing, their thinking extends to health as a universal right. Students also look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

UNIT FOUR – HEALTH & HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

HH034

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. Students look at global action to improve health and wellbeing and human development.

Assessment for Units 3 & 4

- Case Study
- Written report
- Test
- Examination

PATHWAYS INFORMATION

To find out more about pathways information relating to Health, visit <https://myfuture.edu.au/bullseyes/details/16--health>

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

PHYSICAL EDUCATION

UNIT THREE – MOVEMENT SKILLS & ENERGY FOR PHYSICAL ACTIVITY

PE033

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Assessment for Unit 3

- Written responses
- Laboratory
- Short answer questions
- Tests

UNIT FOUR – TRAINING TO IMPROVE PERFORMANCE

PE034

Students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance at an individual, club and elite level. Improvements in performance depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider physiological and psychological requirements of training to design and evaluate an effective training program.

Assessment for Unit 4

- Written report
- Participating in training sessions
- Test
- Examination

PATHWAYS INFORMATION

To find out more about pathways information relating to Physical Education, visit <https://myfuture.edu.au/bullseyes/details/28--physical-education>

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

BIOLOGY

Do you want to explore the diversity of life as it has evolved and changed over time, and consider how living organisms' function and interact? In this subject there will be a focus on the workings of the cell from several perspectives and the continual change and challenges to which life on Earth has been, and continues to be, subjected to. In this subject you will engage in a range of scientific investigation methods to develop key science skills, and look at the links between knowledge, theory, and practice.

The subject focuses on the following units of work:

- The relationship between nucleic acids and proteins
- DNA manipulation techniques and applications
- Regulation of biochemical pathways and photosynthesis and cellular respiration
- Responding to pathogens and immunity
- Changes in populations and species over time
- Determining the relatedness of species

Assessment:

- Analysis and evaluation of a selected biological case study
- Analysis and evaluation of generated primary and/or collated secondary data
- Comparison and evaluation of biological concepts, methodologies and methods and findings from three practical activities
- Analysis and evaluation of a contemporary bioethical issue
- Scientific poster of a student-designed and conducted scientific investigation
- End of year exam

PATHWAYS INFORMATION

To find out more about pathways information relating to Biology, visit <https://myfuture.edu.au/bullseyes/details/3--biology>

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

UNIT THREE: HOW CAN DESIGN AND INNOVATION HELP TO OPTIMISE CHEMICAL PROCESSES?

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

UNIT 4: HOW ARE CARBON-BASED COMPOUNDS DESIGNED FOR PURPOSE?

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Assessment

- Response to stimulus material
- Experimental report
- Test
- Analysis of an experiment
- End of year exam

PATHWAYS INFORMATION

To find out more about pathways information relating to Chemistry, visit <https://myfuture.edu.au/career-bullseyes/details/5--chemistry>

PREREQUISITE INFORMATION

It is recommended that students complete Units 1 and 2 Chemistry before undertaking Units 3 and 4.

PHYSICS

In this subject, you explore the importance of energy in explaining and describing the physical world. You explore the interactions, effects, and applications of gravitational, electric, and magnetic fields. You use Newton's laws to investigate motion in one and two dimensions and are introduced to Einstein's theories to explain the motion of very fast objects. You will also explore the use of wave and particle theories to model the properties of light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective.

The subject focuses on the following units of work:

- Fields
- Motion
- Wave and particle models
- Light and matter

Assessment:

- a summary of practical activities
- a data analysis
- a written report
- a test
- a student designed practical investigation

PATHWAYS INFORMATION

To find out more about pathways information relating to Physics, visit <https://myfuture.edu.au/bullseyes/details/29--physics>

PREREQUISITE INFORMATION

It is recommended that students complete Units 1 and 2 Physics before undertaking Units 3 and 4.

PSYCHOLOGY

Do you ever wonder why you behave and think in certain ways? The answer is the most complex part of the human body, the brain. In this subject there will be a focus on the structure and function of the nervous system which enables us to interact with the world. It will investigate how we connect past and present experiences through memories, awareness of sensations and mental health through a range of theories. In this subject you will participate in a range of scientific investigation methods to develop key science skills, and look at the links between knowledge, theory and practice.

The subject focuses on the following units of work:

- Nervous system functioning
- Stress as an example of a psychobiological process
- Approaches to understanding learning
- The psychobiological process of memory
- The demand of sleep
- Importance of sleep to mental wellbeing
- Defining and maintaining mental wellbeing
- Application of the biopsychosocial approach to explain a specific phobia

Assessment:

- A response to a set of structured questions
- Practical logbook of investigation
- Media analysis
- Scientific poster
- End of year exam

PATHWAYS INFORMATION

To find out more about pathways information relating to Psychology, visit <https://myfuture.edu.au/bullseyes/details/32--social-sciences>

PREREQUISITE INFORMATION

It is recommended that students complete Units 1 and 2 Psychology before undertaking Units 3 and 4.

HISTORY REVOLUTIONS

UNIT THREE – THE AMERICAN REVOLUTION

This unit deals with the origins, outbreak, course and impact of the American Revolution. It focuses on the social, economic, political and intellectual challenges confronting the British colonies in America, and the ways in which significant revolutionaries and leaders sought to build a new society. It also explores the experiences of different social groups and their responses to the challenges and changes to the conditions of everyday life.

UNIT FOUR – THE CHINESE REVOLUTION

This unit deals with the origins, outbreak, course and impact of the Chinese Revolution. It focuses on the social, economic, political and intellectual challenges that led to the proclamation of the People's Republic of China, and the ways in which significant revolutionaries and leaders sought to build a new society. It also explores the experiences of different social groups and their responses to the challenges and changes to the conditions of everyday life.

Assessment for Units 3 & 4

- Analysis of primary sources
- Historical inquiry
- Essay
- Evaluation of historical interpretations
- Examination

PATHWAYS INFORMATION

To find out more about pathways information relating to History, visit <https://myfuture.edu.au/career-bullseyes/details/17--history>

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

UNIT THREE – MANAGING A BUSINESS

BM033

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

UNIT FOUR – TRANSFORMING A BUSINESS

BM034

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

Assessment for Units 3 & 4

- Case Studies
- Field Study
- Structured questions
- Essay
- Examination

PATHWAYS INFORMATION

To find out more about pathways information relating to Business Management, visit <https://myfuture.edu.au/career-bullseyes/details/4--business-studies>

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

UNIT THREE – RIGHTS AND JUSTICE

LS033

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases. Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

UNIT FOUR – THE PEOPLE, THE LAW AND REFORM

LS034

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Assessment for Units 3 & 4

- Structured questions
- Case study
- Examination

PATHWAYS INFORMATION

To find out more about pathways information relating to Legal Studies, visit <https://myfuture.edu.au/bullseyes/details/32--social-sciences>

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

FOOD STUDIES

UNIT THREE – FOOD IN DAILY LIFE**FY033**

Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns

UNIT FOUR – FOOD ISSUES, CHALLENGES AND FUTURES**FY034**

In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia.

There is a materials charge of \$200 for Units 3 & 4 in Food Studies.

Assessment for Units 3 and 4

- School assessed coursework
- Examination

PATHWAYS INFORMATION

To find out more about pathways information relating to Food Studies, visit <https://myfuture.edu.au/career-bullseyes/details/14--food-studies>

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

UNIT THREE – ETHICAL PRODUCT DESIGN AND DEVELOPMENT

DT033

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s). Product designers respond to current and future social, economic, environmental or other ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives. Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve.

UNIT FOUR – PRODUCTION AND EVALUATION OF ETHICAL DESIGNS

DT034

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes. Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

Assessment for Units 3 & 4

- Case study analysis
- Folio and production work
- Product analysis
- Examination

PATHWAYS INFORMATION

To find out more about pathways information relating to Product Design and Technology, visit <https://myfuture.edu.au/bullseyes/details/20--industrial-arts>

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

UNIT THREE – INVESTIGATION, IDEAS, ARTWORKS AND THE CREATIVE PRACTICE**SA033**

In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

UNIT FOUR – INTERPRETING, RESOLVING AND PRESENTING ARTWORKS AND THE CREATIVE PRACTICE**SA034**

In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work. Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice. They reflect on the feedback from their critique to further refine and resolve a Body of Work that demonstrates their use of the Creative Practice and the realisation of their personal ideas. The students present their Body of Work, accompanied by documentation of their use of the Creative Practice.

Assessment for Unit 3

- A presentation of the research conducted by the student, using written and visual information
- At least one finished artwork
- A documented Body of Work presenting explorations and the development of personal ideas
- School Assessed Task (30%) and School Assessed Coursework (5%)
- Examination

Assessment for Unit 4

- an oral presentation of the development, refinement and resolution of personal concepts, ideas, directions, explorations, and the use of visual language in artworks.
- a documented Body of Work (visual diary)
- Presentation of one or more finished artworks
- School Assessed Task 30%
- School Assessed Coursework 5%
- Examination 30%

PATHWAYS INFORMATION

To find out more about pathways information relating to Art and Creative Practice, visit <https://myfuture.edu.au/career-bullseyes/details/1--art>

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

UNIT THREE – MEDIA NARRATIVES, CONTEXTS, AND PRE-PRODUCTION

In this unit, students explore stories that circulate in society through a close analysis of a media narrative. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. Students then begin the process of research to support their understanding of how they can adopt and employ these techniques in their own works. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They explore and experiment with media technologies to develop skills in their selected media form, and reflect on and document their progress. Students undertake pre-production planning appropriate to their selected media form and develop written and visual planning documents to support the production and post-production of a media product in Unit 4.

UNIT FOUR – MEDIA PRODUCTION; AGENCY AND CONTROL IN AND OF THE MEDIA

In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students then view a range of media products that demonstrate a range of values and views, and they analyse the role that media products and their creators play within the contexts of their time and place of production. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry.

Assessment for Unit 3

- Short answer analytical questions
- Experimentation and research
- Design folio

Assessment for Unit 4

- Short answer analytical questions
- Final Media product
- Examination

PATHWAYS INFORMATION

To find out more about pathways information relating to Media, visit <https://myfuture.edu.au/career-bullseyes/details/23--media-studies>

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

UNIT THREE – PRODUCING THEATRE

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

UNIT FOUR – PRESENTING AN INTERPRETATION

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

Assessment for Units 3 and 4 includes:

- Group performance
- Monologue
- Analysis and Evaluation pieces
- Written report
- Oral presentation
- Performance examination
- Written examination

PATHWAYS INFORMATION

To find out more about pathways information relating to Theatre, visit <https://myfuture.edu.au/bullseyes/details/12--entertainment>

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

UNIT THREE – VISUAL COMMUNICATION IN DESIGN PRACTICE

VC033

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem. In the Discover and Define phases, research methods are used to gather insights about stakeholders and a design problem, before preparing a single brief for a real or fictional client that defines two distinct communication needs. Students then embark on the Develop phase of the VCD design process, once for each communication need.

UNIT FOUR – DELIVERING DESIGN SOLUTIONS

VC044

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes. When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

Assessment for Units 3 and 4 may include:

- Folio of drawings
- Presentation of designs
- Written case study
- Visual case study
- Examination

PATHWAYS INFORMATION

To find out more about pathways information relating to Visual Communication and Design, visit <https://myfuture.edu.au/career-bullseyes/details/1--art>

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

UNIT THREE

Students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts will reflect real-life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community. Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts. They will then focus on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

UNIT FOUR

Students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. They will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. Students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus.

- Student self-assessment
- Teacher observation
- Reflective work journals
- Oral presentations
- Oral explanation of texts
- Written texts
- Discussion
- Debates
- Folios of tasks or investigations

NUMERACY

Over the course of the year, students will cover the six numeracies:

- Personal
- Civic
- Financial
- Health
- Vocational
- Recreational

The units of Numeracy are designed to be replicated from Year 11 to Year 12, with the complexity of content covered increasing in the second year.

UNIT THREE

In Unit 3 students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

UNIT FOUR

In Unit 4 students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies.

These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

UNIT THREE – LEADERSHIP AND TEAMWORK

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

UNIT FOUR – COMMUNITY PROJECT

This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

A range of assessment methods will be applied and examples include:

- A portfolio of accumulated evidence
- Teacher observation and/or checklists
- Self-assessment inventories
- Oral or written reports
- Reflective journals
- Participation in class activities and discussions
- Photographs
- Testimonial letters from mentors

WORK-RELATED SKILLS

UNIT THREE – INDUSTRIAL RELATIONS, WORKPLACE ENVIRONMENT AND PRACTICE

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:

- wellbeing, culture and the employee-employer relationship
- workplace relations, and
- communication and collaboration.

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

UNIT FOUR - PORTFOLIO PREPARATION AND PRESENTATION

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

INDUSTRY-SPECIFIC SKILLS

Students will need to secure a part time traineeship/school-based apprenticeship or ongoing part-time employment. The College will be working in partnerships with some outside agencies to support students with their part-time traineeship/school based new apprenticeship or ongoing part-time employment.

It is the student's responsibility to secure one day per week of paid or voluntary employment, preferably in the student's chosen industry.

VCE-VM industry specific skills develops skills, knowledge and attitudes related to vocational contexts in preparation for further learning or employment. Students will complete a VCE/VET or VET Certificate at Level II.

Some of the courses will be delivered by outside providers at either TAFE Institutes or other schools in the Yarra Valley Cluster. Please refer to the VET section of the handbook.

To provide a broader range of VET studies, schools and TAFEs share enrolments of their VET programs across a local area. Students studying a VET program will travel to the host school or TAFE once a week. Lilydale Heights College is a member of both the **Yarra Valley VET Cluster** and the **Mullum VET Cluster**. Students will attend the home school for their VCE or VCE-VM program and attend the school that offers their VET study of choice. This may mean students miss other VCE classes. It is the student's responsibility to be organised and up-to-date with required work for all classes. Some classes may run outside normal school hours on any day. Students will be required to arrange their own transport.

Please note: VCE students are only able to select a VET study that is run on a Wednesday. VET Programs that are run as a full day are available by negotiation only as these pose a higher level of disruption to a student's VCE program.

VET studies are a two-year program. Year 11 VCE students are not able to apply to commence a VET program in Year 12. Some courses are VCE VET programs and contribute towards credits in VCE and some are a scored VCE VET which will contribute to a study score. Please check details with the Senior School Leader or the VET Coordinator.

Students looking to enrol in a Certificate III level qualification should speak to the Senior School Leader or the VET Coordinator as these qualifications can limit future access to government funding for apprenticeships and traineeships.

Students applying to study a VET course must complete the online VET Application Form in addition to their online subject selections. See the Careers Coordinator or Senior School Leader for further details.

As part of the VET Application students need to ensure that they have a Unique Student Identifier (USI). This can be applied for online at <https://www.usi.gov.au>.

VET course materials are items and activities required for the provision of a VET program. Items are necessarily consumed or transformed by students as part of training or assessment, and activities must be undertaken for, and contribute to, training and assessment. From the start of the 2022 school year, the Department of Education will reimburse VET material fees to government schools to address the cost barrier for families. Government schools will no longer request payments from parents for essential learning materials for VET studies.

In Term 1 there is a Census Date where enrolments for VET are confirmed. After this date students are not able to withdraw from a VET Study.

PRIORITY VET PATHWAYS

Schools across Victoria are improving access to a set of priority VET pathways so you have more choice to select a pathway that matches your strengths and interests. These priority pathways reflect student interests and areas of industry need and jobs growth, putting you on a path towards success after school – in training, university or employment. There are 6 priority pathways aligned to areas of high jobs growth.

Building and Construction

Course Name	Venue	VET Cluster or TAFE details
Certificate II in Building & Construction	Healesville High School Mount Lilydale Mercy College	Yarra Valley VET Cluster
Certificate II in Building & Construction Pre-apprenticeship – Bricklaying	Swinburne	Swinburne
Certificate II in Electrotechnology (Career Start)	Swinburne	Swinburne
Certificate II in Electrotechnology (Pre-vocational)	Box Hill TAFE	Box Hill Institute
Certificate II in Plumbing (Pre-apprenticeship)	Swinburne TAFE	Swinburne

Community Services & Early Childhood Education

Course Name	Venue	VET Cluster or TAFE details
Certificate II in AUSLAN	Ranges TEC	Yarra Valley VET Cluster
Certificate III in Community Services with Certificate II in Community Services	CIRE	Yarra Valley VET Cluster
Certificate III in Early Childhood Education and Care (partial completion)	CIRE	Yarra Valley VET Cluster

Digital Media and Technologies

Course Name	Venue	VET Cluster or TAFE details
Certificate III in Information, Digital Media & Technology – Virtual Reality & Game Design) (partial completion)	Ringwood Training	Mullum VET Cluster
Certificate III in Information, Digital Media and Technology – IT Networking (partial completion)	Ringwood Training	Mullum VET Cluster
Certificate III in Information Technology (Games)	Swinburne	Swinburne

Engineering

Course Name	Venue	VET Cluster or TAFE details
Certificate II in Engineering	Ranges TEC Mt Lilydale Mercy College	Yarra Valley VET Cluster
Certificate III in Laboratory Skills	Swinburne	Swinburne

Health

Course Name	Venue	VET Cluster or TAFE details
Certificate III in Allied Health Assistance	Swinburne	Swinburne

Hospitality

Course Name	Venue	VET Cluster or TAFE details
Certificate II in Hospitality (Front of House)	Aquinas College – Ringwood	Mullum VET Cluster
Certificate II in Kitchen Operations	Upper Yarra Secondary College Mt Lilydale Mercy College* Ranges TEC	Yarra Valley VET Cluster

*1st year only

FLEXIBLE VET PATHWAYS

There are 6 flexible pathways, that reflect the diverse reasons students undertake VET.

Automotive

Course Name	Venue	VET Cluster or TAFE details
Certificate II in Automotive (Pre-Apprenticeship)	Healesville High School *	Yarra Valley VET Cluster

*VCE-VM students only. Class 8am – 3pm

Agriculture and Environment

Course Name	Venue	VET Cluster or TAFE details
Certificate II Agriculture	Mt Lilydale Mercy College	Yarra Valley VET Cluster
Certificate II in Animal Studies	Lilydale High School	Yarra Valley VET Cluster
Certificate II in Conservation and Ecosystems Management	Lilydale Heights College	Yarra Valley VET Cluster
Certificate II in Horticulture	Ranges TEC	Yarra Valley VET Cluster

Business

Course Name	Venue	VET Cluster or TAFE details
Certificate II in Workplace Skills	Swinburne TAFE	Swinburne

Creative industries

Course Name	Venue	VET Cluster or TAFE details
Certificate III in Acting (Screen)	Lilydale High School	Yarra Valley VET Cluster
Certificate II in Applied Fashion Design and Technology	Box Hill TAFE	Box Hill Institute
Certificate II in Creative Industries	Swinburne	Swinburne
Certificate III in Music Industry – Sound Production	Aquinas College	Mullum VET Cluster
Certificate III in Music Industry- Music Performance	Mt Lilydale Mercy College	Yarra Valley VET Cluster
Certificate III in Screen and Media	Mt Lilydale Mercy College Billanook College	Yarra Valley VET Cluster

Hair and Beauty

Course Name	Venue	VET Cluster or TAFE details
Certificate III in Beauty Services	Box Hill TAFE	Box Hill Institute
Certificate III in Make-Up	Box Hill TAFE	Box Hill Institute
Certificate II in Retail Cosmetics	Inspiring Beauty*	Mullum VET Cluster
Certificate II in Salon Assistant	Inspiring Beauty*	Mullum VET Cluster

* 1 year course

Sport and Recreation

Course Name	Venue	VET Cluster or TAFE details
Certificate II in Outdoor Recreation	Box Hill TAFE	Box Hill Institute
Certificate III in Sport and Recreation	Box Hill TAFE	Box Hill Institute

VCE AND VCE-VM SUBJECT CURRICULUM CONTRIBUTIONS

SUBJECT	CONTRIBUTION
English	\$40
English as an Additional Language (EAL)	\$40
General Mathematics	\$40
Mathematical Methods	\$40
Japanese	\$40
Health and Human Development	\$40
Physical Education	\$40
Biology	\$40
Chemistry	\$40
Physics	\$40
Psychology	\$40
Modern History	\$40
Business Management	\$40
Legal Studies	\$40
Food Studies	\$230
Product Design and Technology	\$210
Art: Creative Practice	\$120
Media Studies	\$90
Theatre Studies	\$60
Visual Communication Design	\$90
VOCATIONAL EDUCATION AND TRAINING (VET)	
VCE-VM Literacy	\$40
VCE-VM Numeracy	\$40
VCE-VM Personal Development	\$40
VCE-VM Work Related Skills	\$40

These are Voluntary financial contributions for curriculum items and activities which the school deems necessary for students to learn the Curriculum.