Foreword

To the students of Year 11 (2014):

Choosing your VCE subjects is a complex task. No doubt you will be influenced by your studies in the current year, by parents and friends, even the media. The ‘other side’ of the issue though, is your own needs and skills. Trying to bring these two influences together to determine the program you undertake requires time and patience for all involved.

Warrandyte High School offers a diverse curriculum which aims to meet the needs of each individual. The school will provide you with an extensive, formal counselling program. In addition you will have access to other expertise, to computer programs and to information sessions. But it is essential that you consider your own capabilities.

We will require you to select a two year program. Your ‘final’ choice may still be varied at a later date, as you improve your understanding of various subjects on offer or as you further consider your career options. You should also be aware that the final subject offerings will be dependent on the teaching resources we have available. A small number of subjects may not run if student demand is not sufficient.

In addition to the extensive academic program offered throughout the school, you are encouraged to participate in a wide variety of enrichment programs. These include the school production, instrumental music, interschool sport, debating and the SRC. Whilst life at VCE level is both busy and challenging, our purpose is to provide an environment in which you can develop as an independent learner, and in an atmosphere which is supportive and caring.

I urge you to be thoughtful about your choice. Do not be afraid of a challenge. At Warrandyte High School we will provide all the support we can to ensure you make a sensible, realistic choice. It has to be a choice that best suits you.

I wish you well.

Stephen Parkin
Principal
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VCE Procedures and processes

The Victorian Certificate of Education (VCE) is normally a two year course of study but may be taken over a longer period. At Warrandyte High School the normal program is:

- 12 units at Year 11 (6 units each semester)
- 10 units at Year 12 (5 units each semester)
- capable students in Year 11 may undertake study in two Year 12 subjects
- capable students in Year 10 may undertake study in two Year 11 subjects

1. Requirements for Satisfactory Completion
In order for the VCE to be awarded, students must satisfactorily complete 16 units of study, including:
- The English requirement is 3 units of English from the English group (English, Literature, English Language) with at least one unit at unit 3 or unit 4 level (both if seeking tertiary entrance score i.e. ATAR score).
- at least 3 sequences of units at level 3 and 4, in addition to English.

Satisfactory completion of a unit is based upon completion of all Outcomes specified for that unit. Decisions as to whether the Outcomes have been satisfactorily completed are made by the school in accordance with Victorian Curriculum Assessment Authority (VCAA) regulations.

2. Assessment and Reporting
Satisfactory completion of a unit is based on satisfactory achievement of the Outcomes for each study as specified by the VCAA.

Year 11
Graded assessment for units 1 & 2 of the VCE is determined by the school. A written report from the school will be given at the end of each semester for units 1 & 2. The school report will provide a:
- letter symbol “S” (Satisfactory Completion) or “N” (Non-satisfactory Completion) for each Outcome
- letter symbol grading on Assessment Tasks
- written comment by each teacher.

Year 12
Assessment of units 3 & 4 is based on:
- performance in coursework assessment tasks completed in class
- performance in examinations set by VCAA

Students receive a written report at the end of semester one for unit 3 only. The school report will provide a letter symbol “S” (Satisfactory Completion) or “N” (Non-satisfactory Completion) for each Outcome.
3. Grading
A+ to E 10 levels of satisfactory achievement
UG assessment task not satisfactory
NA [not assessed] assessment task not done
(Assessment tasks completed but not graded due to lateness or resubmission of unsatisfactory work)

4. Procedures to be followed if absent from an Assessment Task
If students are absent for an assessment task they must:
   a) Contact the school as soon as possible
   b) Provide a medical certificate when they return to school

If students are absent for a School Assessed Coursework (SAC) or School Assessed Task (SAT) for non-medical reasons they must also consult with their year level leader prior to the task and provide appropriate documentation to support their application. Extension of time will not be automatically granted.
If students are absent without meeting the above criteria they will receive an N for that Outcome.

Completing missed school assessed tasks
Students whose absences are approved will be required to complete the assessment at the earliest opportunity as determined by the class teacher and/or the Year Level Leader.

5. Student Attendance
It is important that students are present in all classes so that they can achieve as well as possible.
   • Classroom attendance is compulsory and a requirement of the VCE. Students must attend 90% of classes or they may receive an N for the unit.
   • Students who miss classes cannot expect teachers to spend additional time assisting them with missed coursework. It is the student’s responsibility to catch up on any missed work.
   • Students are expected to provide a doctor’s certificate if absences are to be excessive.
   • Periods without scheduled classes are study time and are to be used for study purposes. On occasion, scheduled study sessions may involve students being required at school for planned activities. At other times, it may involve students in unsupervised excursions and research outside the school. Students without scheduled classes must study in the library or the VCE Centre. It is not free time.
   • Students must not leave the school before they have finished all classes for each day. VCE students can arrive late and leave early if they have no scheduled classes. However, once at school they cannot leave the school until their formal classes for that day are completed.
   • It is important that students fully utilise private study periods. Regular study together with a balanced social life is the best guarantee of success in the VCE.
6. Authentication
Authentication is the term used to cover the procedures for ensuring that the work submitted by students for School Assessed Coursework (SACs) and School Assessed Tasks (SATs) is genuinely their own.
Students must submit for assessment only work that is their own. All assistance received by the student producing the work must be acknowledged and be obvious to the reader.
Students must be responsible for ensuring that the teacher has no difficulty in authenticating their work. They should understand that teachers cannot authenticate work about which they have doubts until further evidence is provided. Attendance and completing work in class are safeguards in authenticating work.

VCAA rules
If there is doubt as to the authenticity of work, the student may be requested to present before a panel of up to three teachers — the study teacher and up to two representatives of the Principal. In these cases the student will be given at least 24 hours notice in writing and may be accompanied by a parent or friend in a support role. At this interview the student will be given the opportunity to convince the panel of the authenticity of the work.
Where the school is satisfied, on the basis of evidence, that a student has submitted work that is not his or her own, the Principal determines the resulting action for the breach of rules in accordance with VCAA guidelines.
This action could include:
- making arrangements for a student to resubmit the work;
- refusing to accept the work;
- cancelling the result of the School Assessed Coursework.

7. Special Provision
Special provision may need to be given for students who for particular reasons are not able to fully meet the criteria for satisfactory completion of course work.

Criteria for determining eligibility for Special Provision
Special provision criteria apply to students who are affected to a significant degree by permanent disability or illness, by any factors relating to personal environment, or by other serious cause during the period in which course work has been undertaken.
It is the responsibility of the student to formally notify the Year Level Leader of the details of circumstances relating to the student’s application.

8. Course Changes
Amendments will be accepted only after appropriate negotiations take place between the student, parent, Sub-school Co-ordinator and Careers Advisor. Parents must agree to course amendments in writing prior to any changes being affected.
These decisions must be made within TWO weeks of the new semester commencing in order to ensure that:
- the increased workload for staff is not unreasonable
- the student’s workload does not become excessive. It is the student’s responsibility to ensure that all class work conducted prior to his/her arrival is completed.
VET (Vocational Education and Training)

Features of VET
- It enables students to complete a nationally-recognised vocational qualification (eg. Certificate II in Hospitality Operations) and the Victorian Certificate of Education (VCE) at the same time
- Students can receive credit towards further study
- It is one of several vocationally-orientated school programs designed to meet the needs of industry
- It helps make school leavers more ‘job ready’ providing them with broad vocational skills and a high standard of general education

Contribution to the VCE
VET is incorporated into the VCE. Key features include:
- VET programs reflect a four Unit structure
- Up to eight of the units of study may be VET units obtained across two VET programs
- Up to two of the three sequences other than English can be approved VET Unit 3 & 4 sequences
- Most VET programs contribute directly to the ATAR score

VET at Warrandyte High School
VET Interactive Digital Media and VET Sport and Recreation Units 1 & 2 are usually taken by Year 10 students but some places may be available for Year 11 students.

VET in the Mullum Cluster
- An association of 26 schools established to share the delivery of VET
- State, Catholic and Independent schools are members of the Mullum Cluster
- VET information will be available from the careers office in October
- Most programs are on Wednesday afternoon
- Students are responsible for transport arrangements
- VET programs available to our students will be outlined to them during our careers counselling sessions. Please note these programs incur a cost.
Glossary

**VCAA**
The Victorian Curriculum Assessment Authority is the government authority responsible to the Minister of Education for conducting the VCE.

**ATAR (AUSTRALIAN TERTIARY ADMISSION RANK)**
The overall ranking on a scale of zero to 99.95 that a study receives based on his/her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Formerly known as Equivalent National Tertiary Entrance Rank (ENTER).

**GAT**
The General Achievement Test has been established by the VCAA as a means of determining those SACs and SATs which will be reviewed. Each student undertaking a unit 3 and 4 study must complete the GAT.

**LEARNING OUTCOMES**
What students must know, or be able to do, by the time they have finished a unit. These outcomes are assessed by student performance in SACs and SATs.

**SATISFACTORY COMPLETION**
When a student has passed a unit, they get an ‘S’ for the unit. If students do not satisfactorily complete a unit, they get an ‘N’ for it.

**SCHOOL ASSESSED COURSEWORK (SAC)**
This assesses each student’s level of achievement on the Assessment Tasks specified in the study design. These are done in class as timed activities.

**SCHOOL ASSESSED TASK (SAT)**
A folio or product produced by a student in an Art or Technology study. These tasks are set and assessed using criteria set by VCAA.

**SEMESTER**
The equivalent of half a school year.

**SEQUENCE OF UNITS**
Most studies are being developed as a sequence of four units, with one unit being designed to be taken at each semester level. Units at the third and fourth semester levels are designed to be taken as a pair due to the requirements of external assessment.

**STATEMENT OF RESULTS**
A set of documents which formally state the results you achieved in the VCE, and whether you have graduated.
STUDIES
The subjects available in the VCE.

STUDY DESIGN
VCAA develops and approves a study design for each VCE study. The study design describes the units available within the study and outlines the objectives, broad areas of content, outcomes and assessment procedures for each unit. Schools will develop courses for units of study.

STUDY SCORE (RELATIVE POSITION)
The measure of the student’s relative position in the cohort of students undertaking the study. This is reported as a score out of 50 for each study.

UNIT
Semester length component of a study representing 50 - 60 hours of formal class time.

VCE
The VCE (Victorian Certificate of Education) is a common certificate to mark the successful completion of secondary schooling. It will be awarded to students who satisfactorily complete a program of studies normally undertaken over four semesters in Years 11 & 12.

VET
Vocational Education and Training

VTAC
Victorian Tertiary Admissions Centre. This body is involved with compilation of tertiary entrance requirements and determining aggregate scores for tertiary institutions.
Course and Career Information

It is essential Tertiary Entrance Requirements are checked before selecting VCE program.

Resources
- www.vtac.edu.au (comprehensive information for Year 10-12 students)
- The Age/Herald Sun-Tertiary Entrance Requirement supplement for Year 10 students
- VTAC guide (for Year 12 students) available from newsagents in July
- Job Guide - all students have been issued with a copy
- Careers room has all the latest tertiary information

Tertiary institutions include:
- www.latrobe.edu.au
- www.monash.edu.au
- www.deakin.edu.au
- www.rmit.edu.au
- www.swin.edu.au
- www.unimelb.edu.au
- www.acu.edu.au
- www.vu.edu.au
- www.ballarat.edu.au
- www.bhtafe.edu.au
- www.nmit.vic.edu.au
- www.angliss.edu.au

Accelerated VCE program
Year 11 students may elect to study a 3 & 4 unit (Year 12 subject) in their program. It would be expected that these students would be highly committed and have achieved high grades in Year 10. Application needs to be made to be considered for this program.
### Unit Descriptions

#### COMPULSORY
- Unit 1 & 2 English
- Unit 3 & 4 English (or Literature)

#### Arts
- Unit 1 & 2 Drama/Theatre Studies
- Unit 3 & 4 Theatre Studies
- Unit 1 & 2 Music Performance & Music Investigation
- Unit 3 & 4 Music Performance
- Unit 3 & 4 Music Investigation
- Unit 1 & 2 Studio Arts
- Unit 3 & 4 Studio Arts
- Unit 1 & 2 Visual Communication & Design
- Unit 1 & 2 VET Interactive Digital Media (Certificate III)
- Unit 3 & 4 VET Interactive Digital Media (Certificate III)

#### Business
- Unit 1 & 2 Accounting
- Unit 1 & 2 Business Management
- Unit 3 & 4 Business Management
- Unit 1 & 2 Economics
- Unit 1 & 2 Legal Studies

#### Health & PE
- Unit 1 & 2 Health & Human Development
- Unit 3 & 4 Health & Human Development
- Unit 1 & 2 Physical Education
- Unit 3 & 4 Physical Education
- Unit 3 & 4 VET Sport and Recreation (Certificate III)

#### History
- Unit 1 & 2 History (20th Century)
- Unit 3 & 4 History (Revolutions)

#### Literature
- Unit 1 & 2 Literature

#### LOTE
- Unit 1 & 2 Italian
### Mathematics

- Unit 1 & 2 Foundation Mathematics
- Unit 1 & 2 General Mathematics
- Unit 1 & 2 Mathematical Methods (CAS)
- Unit 3 & 4 Further Mathematics
- Unit 3 & 4 Mathematical Methods (CAS)
- Unit 3 & 4 Specialist Mathematics

### Science

- Unit 1 & 2 Biology
- Unit 3 & 4 Biology
- Unit 1 & 2 Chemistry
- Unit 3 & 4 Chemistry
- Unit 1 & 2 Physics
- Unit 3 & 4 Physics
- Unit 1 & 2 Psychology
- Unit 3 & 4 Psychology

### Technology

- Unit 1 & 2 Information Technology
- Unit 1 & 2 Food and Technology
- Unit 3 & 4 Food and Technology
- Unit 1 & 2 Product Design and Technology
- Unit 3 & 4 Product Design and Technology

The VCE requires at least three units of English, English Language and/or Literature to be passed, with university entry requiring a pass in both Units 3 and 4. ESL is only offered in mainstream English classes.

The following pages contain detailed descriptions of all the above listed subjects. These detailed descriptions are listed in alphabetical order by subject with the exception that all mathematics subjects are grouped together and presented in the order as listed above.
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.

**Outcome 1**  
Describe the resources required, and explain and discuss the knowledge and skills necessary, to set up a small business.

**Outcome 2**  
Identify and record the financial data, and report and explain accounting information, for a sole proprietor of a service business.

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.

**Outcome 1**  
Record financial data and report accounting information for a sole trader.

**Outcome 2**  
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.

**Outcome 3**  
Select and use financial and non-financial information to evaluate the performance of a business and discuss strategies that may improve business performance.

**Subject Levy: $20**
Unit 1
Unity and Diversity
This unit firstly examines “Cells in Action”. It explores the structure of cells and how this influences what they do. The second area of study examines the common requirements of living things. This includes obtaining energy, distributing materials and waste removal. The classifying of living things into different taxonomic groups is also covered.

Outcomes
- Conduct experiments relating to cell structure, organisation and processes.
- To describe and explain the relationship between features and requirements of functioning organisms and how these are used to construct “classification” systems.

Unit 2
Organisms and their own environment
The first area of study focuses on different habitats and the environmental factors common to them. The second area of study explores the flow of energy and matter through an ecosystem and the relationship between the living and non-living components of the system.

Outcomes
- Explain and analyse the relationship between environmental factors and adaptations of living things.
- Design, conduct and report on a field investigation related to the interactions of living things and their environment.

Subject Levy: $20
Approximate compulsory materials cost: $30
Biology

Unit 3
Signatures of Life
This unit first examines the activities of cells at a molecular level. It explores the synthesis of the major big molecules such as enzymes and DNA as well as key chemical processes such as respiration and photosynthesis. The second area of study investigates how the activities of cells are controlled and how organisms protect themselves against infection.

**Outcomes**
- Explain and analyse evidence from practical investigations related to biochemical processes.
- To describe and explain the coordination and regulation of an organism’s immune responses to antigens at a molecular level.

Unit 4
Continuity and Change
The first area of study focuses on molecular genetics and the mechanisms for the transmission of heritable traits. This will include a study of DNA and the technologies that allow the manipulation of genetic material. The second area of study focuses on change to genetic material over time and the nature of evidence supporting the theory of evolution. Students investigate changes in species and examine the process of natural selection. This includes an investigation of human evolution.

**Outcomes**
- Analyse evidence for the molecular basis of heredity and patterns of inheritance.
- Analyse and evaluate evidence for evolutionary change and relationships and describe mechanisms for change including the effect of human intervention on evolutionary processes.

Subject Levy: $20
Approximate compulsory materials cost: $30
Unit 1
Small business management
Small rather than large businesses make up the vast majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and accessible in daily life. This unit provides students with the opportunity to explore the operations of a small business and its likelihood of success.

Outcomes
- Explain and apply a set of generic business concepts to a range of businesses.
- Apply decision-making and planning skills and evaluate the successful management of an ethical and socially responsible small business.
- Explain and apply the day-to-day activities associated with the ethical and socially responsible operation of a small business.

Unit 2
Communication and management
This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

Outcomes
- Explain and apply a range of effective communication methods and forms in business-related situations.
- Apply and analyse effective marketing strategies and processes.
- Apply and analyse effective public relations strategies and tactics.

Subject Levy: $20
Unit 3
Corporate management
In this unit students investigate how large-scale organisations operate. Students examine the environment (both internal and external) in which large-scale organisations conduct their business, and then focus on aspects of individual business’ internal environment and how the operations of the business are managed. Students 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
- Discuss and analyse the context in which large-scale organisations operate.
- Discuss and analyse major aspects of the internal environment of large-scale organisations.
- Discuss and analyse strategies related to operations management.

Unit 4
Managing people and change
This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with 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
- Analyse and evaluate practices and processes related to human resource management.
- Analyse and evaluate the management of change in large-scale organisations and evaluate the impact of change on the internal environment of a large scale organisation.

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

Subject Levy: $20
Unit 1
The Big Ideas of Chemistry
It looks at the development of the Periodic Table. This is followed by details of the structure of atoms, bonding between atoms and the development of new substances. Students learn to write and balance chemical equations.

Outcomes
- Explain how evidence is used to develop or refine chemical ideas and knowledge.
- Use models of structure and bonding to explain the properties and applications of materials.

Unit 2
Environmental Chemistry
This unit studies chemical reactions in detail. This includes looking at acids, bases, precipitates, gases, oxidation, and reactions in the air. Equation writing and balancing is further developed. The ideas of “Green” chemistry are studied.

Outcomes
- Write balanced equations for reactions and calculate the amounts of chemicals used and produced.
- Explain how chemistry happening in the air helps to sustain life.

Subject Levy: $20
Approximate compulsory materials cost: $30
Unit 3
Chemical Pathways
This unit adopts a global perspective by examining the large scale industrial production of some chemicals. The work of chemists in these industries is examined. The investigation of quality control introduces students to a range of analytical techniques and the work of analytical chemists. The design and performance of experiments, including the generation, collection and evaluation of experimental data, are emphasised. We also look at the theory and practical applications of organic chemistry.

Outcomes
- Explain how evidence is used to develop or refine chemical ideas, knowledge and techniques.
- Use models of structure and bonding to explain the properties and applications of organic chemicals.

Unit 4
Chemistry at Work
This unit looks at the industrial production of chemicals and the energy changes associated with chemical reactions. The effects of factors such as temperature, concentration, pressure and catalysts are studied. The use of chemicals to make electricity in electric cells is emphasised.

Outcomes
- Analyse how different factors affect chemical production.
- Analyse chemical and energy changes in chemical reactions.

Subject Levy: $20
Approximate compulsory materials cost: $30
Drama/Theatre Studies

Unit 1
Dramatic storytelling
Students create, present and analyse a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. Students examine storytelling through the creation of solo and/or ensemble devised performances and manipulate expressive skills in the creation and presentation of characters. This unit also involves analysis of a student’s own performance work and analysis of a performance by professional and other drama practitioners.

Outcomes
- Apply play-making techniques to devise solo and/or ensemble drama work/s and describe the dramatic processes used to develop this performance work/s
- Use expressive skills, theatrical conventions and stagecraft to perform stories and characters to an audience
- Analyse the development and performance of work created and presented in Outcomes 1 and 2
- Identify and evaluate use of performance styles, theatrical conventions, stagecraft and dramatic elements, and analyse the portrayal of stories and characters in a drama performance

Unit 2
Theatrical styles of the modern era
Students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance, emphasizing the application of stagecraft. In this unit stagecraft includes acting, costume, direction, dramaturgy, lighting, make-up, multimedia, properties, promotion (including publicity), set, sound and stage management.

Outcomes
- Identify and describe the distinguishing features of playscripts from the modern era of theatre.
- Apply stagecraft to interpret playscripts from the modern era.
- Analyse and evaluate stagecraft in a performance of a playscript from the modern era.

Subject Levy: $20
Theatre Studies

Unit 3
Production development
Students develop an interpretation of a play script through the four designated stages of production: planning, production development, production season, and production evaluation. Students 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 play script in the performance.

Outcomes
- Apply stagecraft to interpret a play script for performance to an audience and demonstrate understanding of the stages of the production process.
- Analyse the use of stagecraft in the development of a play script for production, incorporating the specifications appropriate for each stage of the production process.
- Analyse and evaluate ways in which a written play script selected from the prescribed playlist is interpreted in its production to an audience.

Unit 4
Performance interpretation
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
- Perform an interpretation of a monologue from a playscript.
- Develop a theatrical brief that presents an interpretation of a scene.
- Analyse and evaluate acting in a production from the prescribed playlist.

Subject Levy: $20
Unit 1
Economics: choices and consequences
The study of economics involves a close examination of how a society organises itself to meet the needs and wants of its citizens. How scarce resources are allocated primarily by the market mechanism. How decisions made by individuals, firms, governments and other relevant groups affect what is produced, how it is produced and who receives the goods and services that are produced. The course examines the factors that influence the prices and allocation of resources and how economic decisions are made to solve economic problems. Market structure is examined, an appreciation of the importance of competition and how market power may affect the allocation of resources and the welfare and living standards of the general population. A number of economic issues have an influence on current and future living standards in Australia. The importance of maintaining sustainable rates of economic growth for current and future living standards are investigated. To increase economic growth, more goods and services need to be produced each year. Through a consideration of the importance of natural resources and the environmental impact of economic growth, knowledge about the potential trade-offs between economic growth and sustainable development are examined. The role of key economic decision makers will also be examined and students will be given the opportunity to investigate the importance of international efforts to maintain the long-term economic security of the world economy. Students also examine other important economic issues that are currently affecting the Australian and world economies.

Outcomes
- Explain the role of markets in the Australian economy, how markets operate to meet the needs and wants of its citizens, and apply economic decision making to current economic problems.
- Describe the nature of economic growth and sustainable development and explain how these issues are affected by the actions of economic decision-makers, and evaluate the impact of these issues on living standards.

Unit 2
Economic change: issues and challenges
The changing nature of Australia’s population will have an impact upon future rates of economic growth and living standards. With a large group of citizens approaching retirement age, the government faces challenges associated with balancing its budget and funding the healthcare needs of its population. The factors that affect demographic makeup and change are investigated, and an appreciation of the potential challenges facing businesses wishing to expand, government budgeting and future living standards are compared. Analyse of the unemployment rate on both society and the individual is considered as well as the effectiveness of government policies aimed at reducing unemployment and potential skills shortages, and the impact that these may have on future living standards. Australia’s wealth depends, in part, upon the decisions made and the levels of economic activity in other countries. Through a close examination of Australia’s trading relationships, students come to appreciate the factors that influence Australia’s balance of payments and exchange
rate. Increased volume of world trade, movement of capital and migration of people will all be examined in the context of how they affect living standards in Australia.

**Outcomes**

- Describe the factors that influence Australia’s population and labour markets, and analyse how changes in these areas may impact upon living standards.
- Describe the nature of **two** contemporary global economic issues, explain how each issue is affected by the actions of economic decision-makers, and evaluate the impact of the issue on living standards.

**Subject Levy: $20**
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**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.

**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.

**Outcomes**  
- Reading and Responding.  
- Creating and Presenting.  
- Using language to persuade.

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**Unit 3**  
The focus of this Unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen context, and the ability to explain choices they have made as authors.

**Outcomes:**  
- Reading and Responding  
- Creating and Presenting  
- Using Language to Persuade

**Unit 4**  
The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written multimodal 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:**  
- Reading and Responding  
- Creating and Presenting

**Subject Levy: $20**
Food and Technology

Unit 1
Food safety and properties of food
In this unit students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food. They consider food preparation practices suitable for use in a small-scale food operation, such as in the home, a school setting or in a small food business. Students consider the selection and use of a range of tools and equipment suitable for use in food preparation. Students examine the links between classification of foods and their properties, and examine changes in properties of food when different preparation and processing techniques are used. Students apply this knowledge when preparing food. They investigate quality and ethical considerations in food selection. Students use the design process to meet the requirements of design briefs to maximise the qualities of key foods.

Outcomes
- Explain and apply safe and hygienic work practices when storing, preparing and processing food.
- 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.

Unit 2
Planning and preparation of food
In this unit students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food. Students work both independently and as members of a team to research and implement solutions to a design brief. They use the design process to respond to challenges of preparing food safely and hygienically for a range of contexts and consumers, taking into account nutritional considerations, social and cultural influences, and resource access and availability. Students also explore environmental considerations when planning and preparing meals.

Outcomes
- 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.
- Individually and as a member of a team, to use the design process to plan, safely and hygienically prepare and evaluate meals for a range of contexts.

Subject Levy: $20
Approximate compulsory materials cost: $180
Unit 3
Food Preparation, Processing and Food Controls
In this unit students develop an understanding of food safety in Australia and the relevant national, state and local authorities and their regulations, including the Hazard Analysis and Critical Control Points (HACCP) system. They investigate the causes of food spoilage and food poisoning and apply safe work practices while preparing food. Students demonstrate understanding of key foods, analyse the functions of the natural components of key foods and apply this information in the preparation of foods. They investigate cooking techniques and justify the use of the techniques they select when preparing key foods. Students develop an understanding of the primary and secondary processes that are applied to key foods, including food processing techniques to prevent spoilage. They also preserve food using these techniques. Students devise a design brief from which they develop a detailed design plan. Evaluation criteria are developed from the design brief specifications. In preparing their design plan, students conduct research and incorporate their knowledge about key foods, properties of food, tools, equipment, safety and hygiene, preparation, cooking and preservation techniques. They make decisions related to the specifications of the brief. In developing the design plan, students establish an overall production timeline to complete the set of food items (the product) to meet the requirements of the brief for implementation in Unit 4.

Outcomes

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

Unit 4
Food Product Development and Emerging Trends
In this unit students develop individual production plans for the proposed four to six food items and implement the design plan they established in Unit 3. In completing this task, students apply safe and hygienic work practices using a range of preparation and production processes, including some which are complex. They use appropriate tools and equipment and evaluate their planning, processes and product. Students examine food product development, and research and analyse driving forces that have contributed to product development. They investigate issues underpinning the emerging trends in product development, including social pressures, consumer demand, technological developments, and environmental considerations. Students also investigate food packaging, packaging systems and marketing.
Outcomes

- 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 effectiveness of production activities.
- Analyse driving forces related to food product development, analyse new and emerging food products, and explain processes involved in development and marketing of food products.

Subject Levy: $20
Approximate compulsory materials cost: $180
Health and Human Development

Unit 1
The health and development of Australia’s youth
The unit focuses on the health and individual development of Australia’s youth. Individual human development is defined as ‘a lifelong continuous process beginning at conception and ending with death and involves a series of orderly, predictable changes, which can be classified as physical, social, emotional and intellectual.’ The study will examine the physical, social and emotional aspects of health and development.

Outcomes
- Key health and individual human development concepts.
- The biological, behavioural, physical and social factors that influencing youth health and development.
- To study and investigate challenges faced by Australian youth.

Unit 2
Individual human development and health issues
In Australia, families, communities and government play a key role in optimising the health and development across the lifespan. This unit explores the health and individual human development at specific stages and the development of health care in Australia.

Outcomes
- The health and individual human development of children, from conception to late childhood
- The health and individual human development associated with adulthood and ageing
- The effect of health issues on Australia’s health care system.

Subject Levy: $20
Health and Human Development

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, researching the health of population groups in Australia and accounting for inequities in health status. Students will explore the determinants of health to explain variations in health status and investigate the government and non-government initiatives designed to promote health and development.

Outcomes
- Measurement of health status and the variation in health status of specific population groups
- Roles and responsibilities of governments and non-government organisations in promoting health and evaluation of diet and non-diet related initiatives to optimise health and development.

Unit 4
Global health and human development
This unit focuses on the global health and individual development exploring the factors that influence health in developing countries. It explores the interrelationship between health, human development and sustainability. Evaluation of programs related to types of aid, literacy, food security, malaria, safe water and sanitation.

Outcomes
- Similarities and differences between the health status of developing countries and Australia.
- The interrelationship between health, human development and sustainability.

Subject Levy: $20
Unit 1
Twentieth Century History 1900 – 1945
This unit explores some of the momentous events and new ideas which occurred in the first half of the twentieth century. It investigates the challenges to the 'old world' and examines the new forms of economic and political organisation and cultural expression that emerged during this period. Topics include the Treaty of Versailles and the rise and fall of Nazism.

Outcomes
- Analyse and explain the development of a political crisis and conflict in the period 1900-1945
- Analyse and discuss patterns of social life and the factors which influenced changes to social life in the first half of the twentieth century
- Analyse the relationship between the historical context and a cultural expression of the period from 1900 to 1945.

Unit 2
Twentieth Century History 1945 – 2000
This unit examines some of the main events, competing ideologies and social movements since 1945. It explores the increasing interplay between domestic events and international developments which has been a feature of this period. Topics include the Cold War, the Vietnam War, the civil rights movement in the USA and the collapse of the Soviet bloc.

Outcomes
- Analyse and discuss how post-war societies used ideologies to legitimize their world view and portray competing systems
- Evaluate the impact of challenges to the established social, political and/or economic power during the second half of the twentieth century
- Analyse issues faced by communities arising from political, economic and technological change.

Subject Levy: $20
History (Revolutions)

Unit 3
Revolutions
This unit focuses on the Russian Revolution as a means of understanding revolution as a process of dramatically accelerated social change. It examines the nature of the crisis in the old regime and considers the different theories put forward to explain the cause of revolution. It also examines the ideas utilised in the revolutionary struggle and the role of groups and individuals in bringing about radical change. The unit evaluates the consolidation of the revolution and the creation of a new society.

Outcomes
- Evaluate the role of ideas, leaders, movements and events in the revolution.
- 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.

Unit 4
Revolutions
This unit focuses on the revolution in China. It examines the nature of the crisis in the old regime and considers the different theories put forward to explain the cause of revolution. It also examines the ideas utilised in the revolutionary struggle and the role of groups and individuals in bringing about radical change. The unit evaluates the consolidation of the revolution and the creation of a new society.

Outcomes
- Evaluate the role of ideas, leaders, movements and events in the revolution.
- 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.

Subject Levy: $20
Information Technology

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
- Students select data from data sets, design solutions and use a range of spreadsheet functions to develop solutions that meet specific purposes.
- Students recommend a networked information system for a specific use and explain possible security threats to this networked information system.
- Students 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.

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 this unit, students apply all stages of the problem-solving methodology when creating solutions. 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
- Students apply the problem-solving methodology and use appropriate software tools to create data visualisations that meet users’ needs.
- Students 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.

Subject Levy: $20
Italian

Units 1 and 2
These units focus on the three prescribed themes: the individual, the Italian-speaking communities, and the changing world. The units are designed to extend the students’ knowledge and skills in the vocabulary, grammar and text types of Italian through the integrated study of the themes and their related topics. The areas of study have been selected to provide the opportunity for the students to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

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

Unit 2
Outcomes
- Participate in a spoken or written exchange related to making arrangements and completing transactions.
- Listen to, read, and extract and use information and ideas from spoken and written texts.
- Give expression to real or imaginary experience in spoken or written form. Journal entry or personal account or short story.

Subject Levy: $20
Legal Studies

Unit 1
Criminal law in action
The law influences all aspects of society they are used by society to preserve social cohesion and to ensure the protection of people from harm and from the infringement of their rights. These laws can be grouped according to their source and whether they are criminal or civil in nature. Following an overview of the law in general, this unit focuses on criminal law.

Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary 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 and subordinate authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria.

Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases. They explore the main features and operations of criminal courts and consider the effectiveness of the criminal justice system in achieving justice.

Outcomes
- Explain the need for effective laws and describe the main sources and types of law in society
- Explain the key principles and types of criminal law, apply the key principles to relevant cases and discuss the impact of criminal activity on the individual and society.

Unit 2
Issues in civil law
The civil law regulates the rights and responsibilities that exist between individuals, groups and organizations. Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals.

The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods. Students examine these methods of dispute resolution and evaluate their effectiveness.

Individuals can influence a change in the law by taking a case to court. Students focus on cases that have had a broader impact on the legal system and on the rights of individuals. Students develop an appreciation of the role played by such cases and undertake an analysis of relevant legal issues.
Outcomes

- Explain the principles of civil law and discuss the legal system's capacity to respond to issues and disputes related to the selected areas/s of law.
- Explain and evaluate the processes for the resolution of civil disputes.
- Explain one or more area/s of civil law and discuss the legal system's capacity to respond to issues and disputes related to the selected area/s of law.
- Describe an Australian case illustrating rights issues and discuss the impact of the case on the legal system and the rights of individuals.

Subject Levy: $20
**Literature**

**Unit 1**
The study of literature is about developing knowledge and enjoyment of a wide range of literary texts. It provides an opportunity for students to examine the ways in which literature represents experience and to consider these in light of their own understanding and experience. Unit 1 explores the language, themes, ideas and views of life presented in literature produced since 1950. Students develop an understanding of, and a critical response to, contemporary literature, and analyse and interpret literary texts for a variety of purposes.

**Outcomes**
- Personal responses to literature.
- Critical and creative responses to post 1950 texts.
- Analysis of non-print texts.

**Unit 2**
The focus of this unit is on developing reading strategies and personal responses to literature, and an understanding of how themes and ideas in texts comment on personal and social experiences. It covers a wide variety of literature with an emphasis on works from different historical periods prior to 1950.

**Outcomes**
- Analysis of student responses to texts.
- Critical and creative responses to pre-1950 texts.
- Comparative interpretations of literature

**Subject Levy: $20**
Maths - Foundation Mathematics

Unit 1 and 2

Foundation Mathematics provides for the continuing mathematical development of students entering VCE, who need mathematical skills to support their other VCE subjects, including VET studies, and who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. Students completing this course would need to undertake further mathematical study in order to attempt Further Mathematics Units 3 and 4.

In Foundation Mathematics 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.

The areas of study for Units 1 and 2 of Foundation Mathematics are ‘Space, shape and design’, ‘Patterns and number’, ‘Handling data’ and ‘Measurement’.

At the end of Unit 1, students will be expected to have covered material equivalent to two areas of study. All areas of study will be completed over the two units. Unit 2 can be used to complement Unit 1 in development of the course material.

Outcomes

- Space, shape and design
- Patterns and number
- Handling data
- Measurement

Subject Levy: $20
Maths – General Mathematics

Unit 1

This unit involves the study of Algebraic techniques. The unit includes solving linear equations, formulae and substitution, transposition, developing formulae, checking algebraic processes, generating tables of values, solving two simultaneous equations, measurement includes Pythagoras’ theorem, areas of composite shapes, total surface area, volume of solids. Linear and quadratic relations includes gradients of straight lines, equations of straight lines, drawing and sketching linear graphs, modelling problems with linear functions and graphs, break-even analysis, linear inequalities graphs and graphs of quadratic functions.

Outcomes
- Knowledge of key concepts, skills and applications.
- Application of mathematical processes in non-routine contexts.
- Use of technology in mathematical investigations.

Unit 2

Unit 2 involves the introduction to matrices, matrix multiplication, inverse matrix and solving simultaneous equations and transformation. Trigonometry includes the review of trigonometric ratios, bearings and angles of elevation and depression, the sine rule A, the cosine rule, Heron’s formula and similar triangles. Geometry includes symmetry in two and three dimensions, introduction to networks, Euler’s formula Eulerian and Hamiltonian paths and circuits; minimum spanning trees. Bivariate data includes scatterplots, correlation, fitting lines to data and the three-median regression line using linear regression.

Outcomes
- Knowledge of key concepts, skills and applications.
- Application of mathematical processes in non-routine contexts.
- Use of technology in mathematical investigations.

Subject Levy: $20
Maths – Further Mathematics

Unit 3

Students practise mathematical algorithms, routines and techniques and use them to solve standard problems; apply mathematical knowledge and skills in unfamiliar situations which require investigative, modelling or problem-solving approaches and use technology to learn mathematics and apply it in different contexts.

Unit 3 consists of the study of the core section of ‘data analysis’ which covers the presentation, summary, description and analysis of univariate data and bivariate simple data. The module of ‘geometry and trigonometry’ covers the trigonometric ratios, similar triangles, Pythagoras theorem, basic properties of triangles and applications to regular polygons and applications to various two-dimensional and three-dimensional shapes.

Outcomes
- Knowledge of key concepts, skills and applications.
- Application of data analysis skills and concepts.
- Use of technology in mathematical investigations.

Unit 4

Unit 4 involves the study of two of the modules. The ‘graphs and relations’ module covers the graphical representation and analysis of linear and non-linear relations as model for various practical contexts as well as graphical and algebraic approaches to solving equations and inequalities. The ‘matrices’ module covers the matrix representation of discrete data in regular arrays, and the application of matrix arithmetic to the analysis of problems in practical situations. Technology is to be used to carry out computations as applicable.

Outcomes
- Knowledge of key concepts, skills and applications.
- Application of data analysis skills and concepts.
- Use of technology in mathematical investigations.

Subject Levy: $20
Maths – Mathematical Methods CAS

Unit 1

Mathematical Methods (CAS) (1 and 2) may be an appropriate choice for capable students of Mathematics and those intending to study Mathematics, Engineering and related areas at tertiary level. It is designed to be a preparation for Mathematical Methods (CAS) (3 and 4). Areas of study include: functions and graphs, algebra, rates of change and calculus and probability. Students practise mathematical algorithms, routines and techniques and use them to solve standard problems. They apply mathematical knowledge and skills in unfamiliar situations which require investigative, modelling or problem-solving approaches and use computer algebra system (CAS) technology appropriately and effectively to learn mathematics and apply it in different contexts. Unit 1 involves the study of algebra with a focus on polynomial functions to degree four, probability theory including the concepts of events, representation of event spaces using list, grids, probability tables, Venn diagrams and tree diagrams, conditional probability and independent events. Function and graphs has a focus on key features of graphs of functions such as axis intercepts, domain and range of a function, asymptotic behaviour and symmetry.

Outcomes
- Knowledge of key concepts and skills.
- Application of mathematical processes in non-routine contexts.
- Use of CAS and other technology.

Unit 2

Unit 2 continues to develop the algebraic content covered in Unit 1, rates of change and calculus which covers constant and average rates of change and an informal treatment of instantaneous rate of change of a function in familiar contexts including graphical and numerical approaches to the measurement of constant, average and instantaneous rates of change. Combinations and permutations are also studied.

Outcomes
- Knowledge of key concepts and skills.
- Application of mathematical processes in non-routine contexts.
- Use of CAS and other technology.

Subject Levy: $20
Unit 3
Assumed knowledge and skills for Mathematical Methods (CAS) Units 3 & 4 are Mathematical Methods (CAS) Units 1 & 2.

Students practise mathematical algorithms, routines and techniques and use them to solve standard problems; apply mathematical knowledge and skills in unfamiliar situations which require investigative, modelling or problem-solving approaches and use technology appropriately and effectively to learn mathematics and apply it in different contexts.

Unit 3 has a focus on the following areas of study including: Functions and graphs which cover polynomials and modulus functions. Exponential and logarithmic functions, circular functions, graphs of sum, difference, product and composite functions, graphical and numerical solution of equations, graphs of inverse functions:
- Application and interpretation of combinations of these graphs.
- Algebra covers the functions including composition of functions, simple functional equations, inverse functions and the solution of equations. This area of study includes the identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms. It covers recognition of equations and systems of equations that are solvable using inverse operations or factorisation and the use of graphical and numerical approaches for problems involving equations where exact value solutions are not required or which are not solvable by other methods. This should support work in the other areas of study.

Outcomes
- Knowledge of key concepts and skills
- Application of mathematical processes in non-routine contexts
- Use of the (CAS) calculator and other technologies in mathematical investigations.

Unit 4
Unit 4 has a focus on the following areas of study including calculus continuity and limits; the gradient function; derivatives of polynomials and other functions; the chain rule; the product rule; the quotient rule. Applications of differentiation, rates of change, stationary points, maximum and minimum values, related rates of change. Integration and its applications, anti-differentiation of algebraic expressions and other functions, areas under curves, definite integrals, the areas between two curves. Probability covers discrete random variables and discrete probability distributions; the binomial probability distribution. Continuous random variables and Continuous probability distributions; the normal distribution.

Outcomes
- Knowledge of key concepts and skills
- Application of mathematical processes in non-routine contexts
- Use of the (CAS) calculator and other technologies in mathematical investigations.

Subject Levy: $20
Maths - Specialist Mathematics

Unit 3
Specialist Mathematics Units 3 & 4 assumes concurrent or previous study of Mathematics Methods (CAS) Units 3 & 4.

It involves the study of material from the areas of study: ‘coordinate geometry’, ‘functions, relations and graphs’, ‘algebra’, ‘calculus’, ‘vectors’ and ‘mechanics’. This extends and further develops material from Mathematical Methods Units 3 and 4 and also introduces new content.

Students practise mathematical algorithms, routines and techniques and use them to solve standard problems, apply mathematical knowledge and skills in unfamiliar situations which require investigative, modelling or problem-solving approaches and use technology appropriately and effectively to learn mathematics and apply it in different contexts.

Unit 3 has a focus on functions, relations and graphs which covers simple power functions of integer powers, reciprocal functions of quadratic functions and circular functions, inverse circular functions, relations representing circles, simple ellipses and hyperbolas in Cartesian and parametric forms, graphical representation of these functions and relations and the analysis of key features of their graphs. The area of algebra is covered with the focus on complex numbers and calculus including differential and integral calculus. The arithmetic and algebra of vectors topic is also covered.

**Outcomes**
- Knowledge of key concepts, skills and applications.
- Application of mathematical processes in non-routine contexts.
- Use of technology in mathematical investigations.

Unit 4
Unit 4 covers Kinematics including rectilinear motion, the calculus of differential equations and vector calculus. The area of mechanics is also covered which involves statics and an introduction to Newtonian mechanics, for both constant and variable acceleration.

**Outcomes**
- Knowledge of key concepts, skills and applications.
- Application of mathematical processes in non-routine contexts.
  Use of technology in mathematical investigations

Subject Levy: $20
Music Performance

Music Performance develops intellectual, aesthetic and cultural understanding of the value and importance of music in solo and group settings. As soloists and members of groups, students develop skills in preparing programs of works. They learn about, apply and develop musicianship skills as they create, interpret and analyse music in a range of styles including solo and ensemble works.

Unit 1: Music Performance
This unit focuses on performance in solo and group contexts. 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 and stylistic expressive articulation relevant to works in their program and practice relevant technical exercises. Students also develop skills in performing previously unseen music. They study aural, theory and analytical language to develop and apply musicianship skills within their performances.

Outcomes
- **Performance**: Prepare and perform a practiced program of group and solo works.
- **Performance technique**: Demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.
- **Musicianship**: Identify, re-create, notate and transcribe elements of music and describe ways in which expressive elements of music may be interpreted.

Unit 2: Music Performance
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. They study the work of other performers through listening and analysis and use specific strategies to optimise their performance. They study strategies to develop technical and stylistic expressive articulation relevant to their program. Students study specific concepts to develop skills in performing previously unseen music. Students also create an original composition or demonstrate consistent improvisation performances.

Outcomes
- **Performance**: Prepare and perform a musically engaging program of group and solo works.
- **Performance technique**: Demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.
- **Musicianship**: Identify, re-create, notate and transcribe elements of music and describe how elements of music have been interpreted in performance.
• **Organisation of Sound**: Devise a composition or be able to improvise to demonstrate music language evident in work/s being prepared in their program

Subject Levy: $20
** Additional ensemble and instrumental music fees will apply**
Unit 3: Music Performance
This unit prepares students to present convincing performances of selected group and solo music works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performance. Students develop skills in unprepared performances, 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
- **Performance**: Present an informed, accurate and expressive performance of a program of group and solo works.
- **Performance technique**: Demonstrate performance techniques technical work and exercises, and describe their relevance to the performance of their program.
- **Musicianship**: Identify, re-create, notate and transcribe short excerpts of music and discuss the interpretation of expressive elements in pre-recorded works.

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

Outcomes
- **Performance**: Prepare and present accurate and expressive of informed interpretations of a program of group and solo works.
- **Performance technique**: Demonstrate performance techniques and technical work and exercises, and discuss their relevance to performance of selected works, and present an unprepared performance.
- **Musicianship**: Identify, re-create, notate and transcribe short excerpts of music and analyse the interpretation of expressive elements of music have been interpreted in pre-recorded works.

Subject Levy: $20
** Additional ensemble and instrumental music fees will apply
Music Investigation Units 3&4

Music Investigation Units 3 & 4 involves both performance research in a Focus Area selected by the student and performance of works that are representative of that focus area. Students’ research of music characteristics and performance practices of that Focus Area underpins the investigation, Composition/Arrangement/Improvisation and performance areas of study. Aural, theoretical and musicianship skills are developed across all areas of study. Students use a work they have selected from a prescribed list as a starting point, and design an Investigation into a specific area of music which becomes their focus area.

Unit 3: Music Investigation
In this unit students select a work from a prescribed list as the basis of an investigation of a focus area. They explore the Focus Area through three complementary areas of study.

Outcomes
- **Investigation:** Demonstrate understanding of performance practices, context/s and influences of music works.
- **Composition/Arrangement/Improvisation:** Compose, Improvise and/or arrange and discus music characteristics and performance practices.
- **Performance:** Present a performance of music works that communicates an understanding of the Focus Area.

Unit 4: Music Investigation
In this unit students continue the exploration of the Focus Area began in Unit 3. In Unit 4 the Investigation involves the preparation of program notes to accompany their end of year performance program.

Outcomes
- **Investigation:** Evaluate and present their interpretive approach to a program of music works.
- **Composition/Arrangement/Improvisation:** Compose, Improvise and perform a music work and discus music characteristics, instrumental and performance techniques and conventions in the work.
- **Performance:** Demonstrate artistic intent and understanding of the Focus Area in a cohesive and engaging performance of music works.

Subject Levy: $20
**Additional ensemble and instrumental music fees will apply**
Unit 1
Bodies In Motion
In this unit students explore how the body systems work together to produce movement and analyses this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. Students apply biomechanical principles to improve and refine movement. In outcome 3 there are two detailed studies; technological advancements and injury rehabilitation / prevention. The class will select one to study in greater depth.

Outcomes
- **Body systems and human movement**: explore the major components of the musculoskeletal, cardio vascular, anaerobic / aerobic pathways and respiratory systems and their contributions during physical activity.
- **Biomechanical movement principles**: examine biomechanical principles underpinning physical activity and how the correct application of biomechanical principles leads to improved performance.
- **One detailed study** selected from technological advancements or injury prevention and rehabilitation.

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. Students are introduced to physical activity and the role it plays in the health and well being of the population. Through a series of practical activities students gain an appreciation of the level of physical activity required for health benefits and explore a range of factors that influence participation in regular physical activity.

In outcome 3 there are two detailed studies; decision making in sport and promoting active living. The class will select one to study in greater depth.

Outcomes
- **Effective coaching practices**: focusing on the roles, styles, skills and responsibilities of a coach, coaching pathways and accreditation.
- **Physically active lifestyles**: focusing on the range of physical activity options in the community. Health benefits of regular participation, health consequences of physical inactivity. Students explore dimensions of the national activity guidelines and investigate current status of populations.
- **One detailed study** selected from decision making in sport or promoting active living.

Subject Levy: $20
Approximate compulsory materials cost: $30
Unit 3
Physical Activity Participation & Physiological Performance
This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply methods to assess physical activity levels, study and apply the social-ecological model in promoting participation in regular physical activity. Students investigate the contribution of energy systems to performance in physical activity, the causes of fatigue and ways to manage fatigue, promoting recovery.

Outcomes
- Monitoring and promotion of physical activity: analysing individual and population levels of sedentary behaviour and participation. Evaluating initiatives / strategies that promote the National Physical Activity Guidelines.
- Physiological responses to physical activity: explore the various systems and mechanisms associated with the energy required for human movement. Students also consider the contributing factors to fatigue as well as recovery strategies.

Unit 4
Enhancing Performance
Students undertake an activity analysis investigating the required fitness components, participating in a training program designed to improve/maintain selected components. Students critically evaluate different techniques practices and looking at the rationale for the banning or inclusion of various practices from sporting competition.

Outcomes
- Planning, implementing and evaluating a training program: ability to plan, implement and evaluate training programs to enhance specific fitness components.
- Performance enhancement and recovery practices: explores nutritional, physiological and psychological strategies used to enhance performance and promote recovery.

Subject Levy: $20
Approximate compulsory materials cost: $30
Physics

Unit 1
This unit covers the diverse areas of electricity, radioactivity, nuclear energy and astronomy. The unit promotes the development of students’ ability to use physics to explain phenomena and events, and technological and social applications. Students gain an understanding of the ways in which knowledge in physics advances, and is applied, and develop the confidence and skills to communicate their knowledge of physics effectively. The development of practical skills in investigating physical phenomena is an essential part of the unit.

Outcomes
- Understand the way charges behave in electric circuits
- Describe the uses and effects of nuclear reactions and radioactivity in industry, the environment and the community
- Explain the motions of stars and planets and describe models of planetary motion.

Unit 2
This unit covers the areas of movement, light, waves and astrophysics. The unit further promotes the development of students’ ability to use physics to explain phenomena and events, and technological and social applications.

Outcomes
- Describe, predict and explain the motion of particles and objects
- Understand and apply ideas about light and waves
- Understand various theories about stars, galaxies and the origin and future of the universe.

The topics in Unit 2 are essential for Year 12 Physics.

Subject Levy: $20
Approximate compulsory materials cost: $30
Physics

Unit 3
Area 1: MOTION
Topics covered include: Newton’s Laws, circular motion, forces projectiles, relative
speeds, momentum, energy and gravity.
Area 2: ELECTRONICS & PHOTONICS
Topics covered include: current, voltage & power in series and parallel circuits, LEDs,
LDRs, amplifiers, rectification, circuit design, transducers, light sensitive devices,
energy changes in circuits, information transfer and safety.
Area 3: STRUCTURES & MATERIALS
Topics include: Forces on buildings & structures (compression, tension, shear,
bending), Young’s Modulus, stress and strain, material strength, strain energy, stress
vs. strain graphs, toughness, plastic stretch, stiffness, brittleness, ductility,
reinforcing, safety in building and torques.

Outcomes
- The ability to use the Newtonian model in 1 & 2 dimensions to describe and
  explain transport, motion and related aspects of safety and motion in space
- The ability to compare and explain the operation of electronic and photonic
devices and analyse their use in domestic and industrial systems
- The ability to compare and explain the properties of construction materials,
  and model the effects on structures and materials of forces and loads.

Unit 4
Area 1: ELECTRIC POWER
Topics covered include: Magnetic fields, magnetic flux, Faraday’s Law, Lenz’s Law,
AC/DC generators and motors, RMS values, transformers, power generation and
transmission.
Area 2: LIGHT & MATTER
Topics covered include: wave nature of light, interference patterns, diffraction, photo-
electric effect, photons, quantum effects, wave-particle duality, atomic spectra,
standing energy waves.
Area 3: SOUND
Topics covered include: sound waves, intensity and loudness, resonance,
microphones and loudspeakers, hi-fidelity sound, diffraction, sound recording and
reproduction.

Outcomes
- The ability to explain the operation of electric motors, generators and
  alternators and the generation, transmission and use of electric power
- The ability to use wave and photon models to explain the interactions of light
  and matter and the quantised energy levels of atoms
- The ability to use a “wave model” of sound to describe and evaluate the
  recording of sound.

Subject Levy: $20
Approximate compulsory materials cost:$30
Product Design and Technology

Unit 1: Product Re-design and Sustainability
This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability. Knowledge of material use and suitability for particular products is essential in product design. Additionally, knowledge of the source, origin and processing of materials is central to sustainable practices. Students consider the use of materials from a sustainable viewpoint. Sustainable practices claimed to be used by designers are examined.

Outcomes

- Able to re-design a product using suitable materials with the intention of improving aspects of the product's aesthetics, functionality or quality, including consideration of sustainability.
- Able to use and evaluate materials, tools, equipment and processes to make a re-designed product or prototype, and compare the finished product or prototype with the original design.

Unit 2: Collaborative design
In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems.

Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe.

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

Outcomes

- Able to design and plan a product, a product range or a group product with component parts in response to a design brief based on a common theme, both individually and within a team.
- Able to justify, manage and use appropriate production processes to safely make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group product against the design brief.

Subject Levy: $20
Approximate compulsory materials cost: $90
**Product Design and Technology**

**Unit 3: Applying the Product Design Process**
In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. Design and product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a ‘one-off situation’ in a small ‘cottage’ industry or a school setting. Although a product design process may differ in complexity or order, it is central to all of these situations regardless of the scale or context. This unit examines different settings and takes students through the Product design process as they design for others.

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

**Outcomes**
- Able to explain the roles of the designer, client and/or end-user/s, the Product design process and its initial stages, including investigating and defining a design problem, and explain how the design process leads to product design development.
- Able to explain and analyse influences on the design, development and manufacture of products within industrial settings.
- Able to present a folio that documents the Product design process used while working as a designer to meet the needs of a client and/or an end-user, and commence production of the designed product.

**Unit 4: Product Development and Evaluation**
In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors.
Outcomes

- Able to compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.

- Able to safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently.

- Able to evaluate the outcomes of the design, planning and production activities, explain the product’s design features to the client and/or an end-user and outline its care requirements.

Subject Levy: $20
Approximate compulsory materials cost: $90
Unit 1
Introduction to Psychology
In this unit students are introduced to the development of psychology as a scientific study of the human mind and behaviour. Students will explore the specialist disciplines of psychology and where they apply. Students will also look at how human behaviour is influenced from a biological, behavioural, cognitive as well as a socio-cultural perspective.

Outcomes
• What is Psychology? Describe how research has influenced different perspectives in psychology and how these perspectives can be used to explain human behaviour specifically looking at visual perception as an example.
• Lifespan Psychology. Understand an individual’s development from infancy to old age including the interaction between heredity and the environment as influences on our development.

Unit 2
Self and others
A person’s attitudes and behaviours affect the way they view themselves and affect their relationship with others. Understanding what influences the formation of attitudes of individuals and behaviours of groups can help us explain things such as aggression and altruism, the positive and negative power of peer pressure and responses to group behaviour.

Some researchers also suggest that differences between individuals can also be due to differences in personality and intelligence but are these measures reliable predictors?

Outcomes
• Interpersonal and group behaviour. Explain how attitudes are formed and changed as well as discuss factors that affect the behaviour of individuals and groups.
• Intelligence and personality. Compare different theories of intelligence and personality as well as different ways to measure these.

Subject Levy: $20
Psychology

Unit 3
This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory.

Outcomes
- **Mind Brain and Body** This area of study focuses on the functioning brain and nervous system in relation to awareness of self, the environment and behaviour. We explore the relationship between consciousness and thoughts, feelings and behaviour by comparing characteristics of normal waking consciousness with altered states of consciousness.
- **Memory** Students investigate the retention of experiences and learning as memory and the factors that affect retention and recall of information. They study the neural basis of memory and the connectivity between brain areas to explain the complexity of memory, factors that affect memory and its decline over time, and the cause of forgetfulness.

Unit 4
This unit focuses on the interrelationship between learning, the brain and its responses to experiences and behaviour. Students investigate learning as a mental process that leads to acquisition of knowledge, development of new capacities and changed behaviours.

Outcomes
- **Learning** How do we learning? Why do some people learn faster than others? How important are role models in shaping behaviour. This area of study explores the characteristics of learning as a process that plays a part in determining behaviour. Behaviour not dependent on learning is also explored.
- **Mental Health** Students used a biopsychosocial framework to investigate how biological, psychological and socio-cultural factors interact to contribute to the development of an individual’s mental functioning and mental health. They also identify the mechanisms underpinning the range of usual human emotions such as anxiety, stress, anger, sadness and happiness.

Subject Levy: $20
Unit 1
This unit focuses on using sources of inspiration and ideas as the basis for artworks and exploring a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. Students also explore the ways in which artists from different times and locations have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks.

Outcomes
- Source ideas and inspiration and use a variety of methods to translate these into visual form.
- Explore and use a variety of materials and techniques to record and develop ideas and sources of inspiration for the production of artworks.
- Discuss how artists from different times and locations have interpreted sources of inspiration and used materials and techniques in the production of artworks.

Unit 2
This unit focuses on establishing and using a design process to produce artworks. The design process includes the use of sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities and potential solutions prior to the production of artworks. Students also develop skills in the visual analysis of artworks. Artworks from different times and locations are analysed to understand artists’ ideas and the creation of aesthetic qualities and identifiable styles.

Outcomes
- Develop a design process including visual research and inquiry in order to produce a variety of 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.

Subject Levy: $20
Approximate compulsory materials cost: $90
Unit 3

Studio production and professional art practices
This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the design process to support the making of finished artworks in Unit 4.

Outcomes
- Prepare an exploration proposal that formulates the content and parameters of an individual design process, that includes a plan of how the proposal will be undertaken.
- Present an individual design process that produces a range of potential directions and which reflects the concepts and ideas documented in the exploration proposal.
- Discuss art practices in relation to particular artworks of at least two artists and analyse ways in which artist develop their styles.

Unit 4

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

- Present a cohesive folio of finished artworks, based on selected potential directions developed through the design process, that demonstrates skilful application of materials and techniques and that realises and communicates the student’s ideas.
- Provide visual and written documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the works.
- Examine and explain the preparation and presentation of artworks in at least two different exhibition spaces, and discuss the various roles, processes and methods involved in the exhibition of art works.

Subject Levy: $20
Approximate compulsory materials cost: $90
Visual Communication Design

Unit 1
The main focus of this unit is to enable students to develop an understanding of a range of drawing methods. Students develop practical skills in, technical drawing including Pictorial and Orthogonal, Freehand Drawing, drawing form observation and rendering. This unit also introduces students to the diversity of visual communication and the role of the design process in visual communication production.

Outcomes
- Instrumental drawing
- Freehand drawing and rendering
- Design elements and design principles
- Design process

Unit 2
The main focus of this unit is to enable students to develop and refine practical skills, by generating images and developing them through freehand drawing, instrumental drawing and the use of information and communication technology. In the production of visual communications this unit enables students to develop an awareness of how the design process facilitates exploration and experimentation and how information and ideas are communicated.

Outcomes
- Representing and communication form
- Developing imagery
- Developing visual communication solutions
- Visual communication in context

Subject Levy: $20
Approximate compulsory materials cost: $80
VET Interactive Digital Media

The aims of the Certificate III in Interactive Digital Media are to provide students with the skills, knowledge and attitudes for training in interactive multimedia.

This qualification provides a wide range skill development including:
- Graphic design using software applications such as Photoshop, Illustrator and Flash
- Writing and instructional design
- Sound recording and editing
- Video recording and editing
- Webpage design and editing using applications such as Dreamweaver
- Web 2.0 technologies

Upon successful completion of Units 1, 2, 3 and 4 students will receive a nationally recognised TAFE certificate. The Unit 3 & 4 sequence also comprise units for the completion of VCE. Unit 3 & 4 scored assessment tasks contribute to the student’s tertiary entrance score.

Units 1 & 2 comprise the following modules:
- Develop and extend critical and creative thinking skills
- Work effectively in the screen and media industries
- Participate in OHS processes
- Produce and prepare photo images
- Prepare audio assets
- Maintain interactive content
- Implement copyright arrangements

Assessment includes a variety of practical and theoretical tasks used to assess student competency in unit outcomes.

Subject Levy: $0
VET Interactive Digital Media

VET Interactive Digital Media Unit 3 and 4
The aims of the Certificate III in Interactive Digital Media are to provide students with the skills, knowledge and attitudes for employment and training in interactive multimedia.

This qualification provides a wide range skill development including:

- graphic design using software applications such as Photoshop, Illustrator and Flash
- writing and instructional design
- sound recording and editing
- video recording and editing
- webpage design and editing using applications such as Dreamweaver
- Web 2.0 technologies

Upon successful completion of Units 1, 2, 3 and 4 students will receive a nationally recognised TAFE certificate. The Unit 3 & 4 sequence also comprises units for the completion of VCE. Unit 3 & 4 scored assessment tasks contribute to the student’s tertiary entrance score.

Units 3 & 4 comprise the following modules:

- Create 2D digital animations
- Write content for a range of media
- Explore and apply the creative design process to 2D forms
- Author interactive sequences
- Prepare video assets
- Create visual design components

Assessment is made up of three coursework tasks, worth 66% of the overall study score and an end of year examination, worth 34% of the overall study score.

Subject Levy: $0
VET Sport and Recreation

Units 3 and 4
Upon completion of units 3 and 4 students will be awarded a unit 3 and 4 sequence towards their VCE, have the study score from the Certificate available for inclusion in their primary four VCE studies for ENTER purposes and have partially completed the Certificate III qualification. Students will again be required to enrol at Box Hill TAFE and meet the costs of this course.

Students will explore the legal requirements of facilities and coaches, safety requirements and assessments of activities, participation patterns, different coaching styles and techniques used in a variety of activities and deal with conflict. The practical component of this subject will be used to support the theoretical component.

Students will be assessed using three school assessed tasks that comprise a practical and written component. The course work will contribute 66% to the students final study score. The assessment tasks will be selected from the following: portfolio, work project, product or work performance.

The end of year exam will contribute 34% to the student’s final study score. Using the four pieces of assessment a study score is calculated.

Subject Levy: $0

Please note that the camp and excursion charges for this VET course will be approximately $200.