Foreword

To the students of Year 11 (2015):

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
## Contents

VCE PROCEDURES AND PROCESSES ................................................................. 4
VET (VOCATIONAL EDUCATION AND TRAINING) ....................................... 7
GLOSSARY ...................................................................................................... 8
COURSE AND CAREER INFORMATION ..................................................... 10
UNIT DESCRIPTIONS .................................................................................. 11

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCOUNTING</td>
<td>13</td>
</tr>
<tr>
<td>BIOLOGY</td>
<td>15</td>
</tr>
<tr>
<td>BUSINESS MANAGEMENT</td>
<td>17</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>19</td>
</tr>
<tr>
<td>DRAMA/THEATRE STUDIES</td>
<td>21</td>
</tr>
<tr>
<td>THEATRE STUDIES</td>
<td>22</td>
</tr>
<tr>
<td>ECONOMICS</td>
<td>23</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>27</td>
</tr>
<tr>
<td>FOOD AND TECHNOLOGY</td>
<td>29</td>
</tr>
<tr>
<td>HEALTH AND HUMAN DEVELOPMENT</td>
<td>31</td>
</tr>
<tr>
<td>HISTORY (20TH CENTURY)</td>
<td>33</td>
</tr>
<tr>
<td>HISTORY (REVOLUTIONS)</td>
<td>34</td>
</tr>
<tr>
<td>INFORMATION TECHNOLOGY</td>
<td>35</td>
</tr>
<tr>
<td>ITALIAN</td>
<td>37</td>
</tr>
<tr>
<td>LEGAL STUDIES</td>
<td>39</td>
</tr>
<tr>
<td>LITERATURE</td>
<td>41</td>
</tr>
<tr>
<td>MATHS FLOW CHART</td>
<td>43</td>
</tr>
<tr>
<td>MATHS – FOUNDATION MATHEMATICS</td>
<td>44</td>
</tr>
<tr>
<td>MATHS – GENERAL MATHEMATICS</td>
<td>45</td>
</tr>
<tr>
<td>MATHS – FURTHER MATHEMATICS</td>
<td>46</td>
</tr>
<tr>
<td>MATHS – MATHEMATICAL METHODS CAS</td>
<td>47</td>
</tr>
<tr>
<td>MATHS - SPECIALIST MATHEMATICS</td>
<td>49</td>
</tr>
<tr>
<td>MUSIC PERFORMANCE</td>
<td>51</td>
</tr>
<tr>
<td>MUSIC INVESTIGATION (UNIT 3 &amp; 4 ONLY)</td>
<td>53</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>54</td>
</tr>
<tr>
<td>PHYSICS</td>
<td>56</td>
</tr>
<tr>
<td>PRODUCT DESIGN AND TECHNOLOGY</td>
<td>58</td>
</tr>
<tr>
<td>PSYCHOLOGY</td>
<td>60</td>
</tr>
<tr>
<td>STUDIO ARTS</td>
<td>62</td>
</tr>
<tr>
<td>VISUAL COMMUNICATION DESIGN</td>
<td>64</td>
</tr>
<tr>
<td>VET INTERACTIVE DIGITAL MEDIA</td>
<td>66</td>
</tr>
<tr>
<td>VET SPORT AND RECREATION</td>
<td>68</td>
</tr>
</tbody>
</table>
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, or English as Additional Language EAL) 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 assessments for units 1 & 2 of the VCE are 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 another 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, Year Level Leader 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.bhtafrica.edu.au
- www.nmit.vic.edu.au
- www.angliss.edu.au

Accelerated VCE program
Year 11 students may elect to study up to two Unit 3 & 4 subjects (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.
Preference will be given to those students who have already undertaken the Unit 1&2 sequence in the same subject.
## Unit Descriptions

### COMPULSORY

<table>
<thead>
<tr>
<th>Unit 1 &amp; 2</th>
<th>English</th>
<th>Unit 3 &amp; 4</th>
<th>English</th>
<th>(or Literature)</th>
</tr>
</thead>
</table>

### Arts

<table>
<thead>
<tr>
<th>Unit 1 &amp; 2</th>
<th>Drama/Theatre Studies</th>
<th>Unit 3 &amp; 4</th>
<th>Theatre Studies</th>
<th>Music Performance &amp; Music Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 &amp; 2</td>
<td>Music Performance</td>
<td>Unit 3 &amp; 4</td>
<td>Music Investigation</td>
<td>Studio Arts</td>
</tr>
<tr>
<td>Unit 3 &amp; 4</td>
<td>Studio Arts</td>
<td></td>
<td>Visual Communication Design</td>
<td>Visual Communication Design</td>
</tr>
<tr>
<td>Unit 1 &amp; 2</td>
<td>VET Interactive Digital Media (Certificate III)</td>
<td>Unit 3 &amp; 4</td>
<td>VET Interactive Digital Media (Certificate III)</td>
<td></td>
</tr>
</tbody>
</table>

### Business

<table>
<thead>
<tr>
<th>Unit 1 &amp; 2</th>
<th>Accounting</th>
<th>Unit 3 &amp; 4</th>
<th>Accounting</th>
<th>Business Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 &amp; 2</td>
<td>Business Management</td>
<td>Unit 3 &amp; 4</td>
<td>Business Management</td>
<td>Economics</td>
</tr>
<tr>
<td>Unit 1 &amp; 2</td>
<td>Economics</td>
<td>Unit 3 &amp; 4</td>
<td>Economics</td>
<td>Legal Studies</td>
</tr>
<tr>
<td>Unit 3 &amp; 4</td>
<td>Legal Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Health & PE

<table>
<thead>
<tr>
<th>Unit 1 &amp; 2</th>
<th>Health &amp; Human Development</th>
<th>Unit 3 &amp; 4</th>
<th>Health &amp; Human Development</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 &amp; 2</td>
<td>Physical Education</td>
<td>Unit 3 &amp; 4</td>
<td>Physical Education</td>
<td>VET Sport and Recreation (Certificate III)</td>
</tr>
<tr>
<td>Unit 3 &amp; 4</td>
<td>VET Sport and Recreation (Certificate III)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### History

<table>
<thead>
<tr>
<th>Unit 1 &amp; 2</th>
<th>History (20th Century)</th>
<th>Unit 3 &amp; 4</th>
<th>History (Revolutions)</th>
</tr>
</thead>
</table>

### Literature

<table>
<thead>
<tr>
<th>Unit 1 &amp; 2</th>
<th>Literature</th>
<th>Unit 3 &amp; 4</th>
<th>Literature</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th>Unit 1 &amp; 2</th>
<th>Italian</th>
<th>Unit 3 &amp; 4</th>
<th>Italian</th>
</tr>
</thead>
</table>
** Please note: Student selections determine which Unit 1 & 2 subjects run in any given year. The School will endeavour to offer the corresponding Unit 3 & 4 subject in the following year.

If due to a lack of interest a subject does not run at Units 1 & 2, the School will not offer the Unit 3 & 4 subject in the following year.

The above provides students with a list of all subjects offered at Unit 1 & 2. Unit 3 & 4 descriptions have been provided to show progression of the subject across the full four unit sequence.

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.
Accounting

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.

Areas of study:
- Going into business
- Recording financial data and reporting accounting information

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.

Areas of study:
- Recording financial data and reporting accounting information
- ICT in accounting
- Evaluation of business performance

Subject Levy: $20
Unit 3: Recording and reporting for a trading business

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is also used. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

Areas of study:
- Recording financial data
- Balance day adjustments and reporting and interpreting accounting information

Unit 4: Control and analysis of business performance

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system.

Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

Areas of study:
- Extension of recording and reporting
- Financial planning and decision making

Subject Levy: $20

Link to study designs for further detail:
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.

Areas of study:
- Cells in action
- Functioning organisms

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.

Areas of study:
- Adaptations of organisms
- Dynamic ecosystems

Subject Levy: $20
Approximate compulsory materials cost: $32
**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.

**Areas of study:**
- Molecules of life
- Detecting and responding

**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.

**Areas of study:**
- Heredity
- Change over time

**Subject Levy: $20**

**Approximate compulsory materials cost: $32**

**Link to study designs for further detail:**
Business Management

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.

Areas of study:
- Introducing business
- Small business decision-making, planning and evaluation
- Day-to-day operations

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.

Areas of study:
- Communication in business
- Managing the marketing function
- Managing the public relations function

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.

Areas of study:
- Large-scale organisations in context
- Internal environment of large-scale organisations
- The operations management function

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.

Areas of study:
- The human resource management function
- The management of change

Subject Levy: $20

Link to study designs for further detail:
Chemistry

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.

Areas of study:
- The Periodic Table
- 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.

Areas of study:
- Water
- The atmosphere

Subject Levy: $20
Approximate compulsory materials cost: $32
**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.

**Areas of study:**
- Chemical analysis
- Organic chemical pathways

**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.

**Areas of study:**
- Industrial chemistry
- Supplying and using energy

**Subject Levy: $20**
Approximate compulsory materials cost: $32

Link to study design for further detail:
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.

Areas of study:
- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing drama performances presented by other practitioners

Unit 2: Modern Theatre

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.

Areas of study:
- Modern theatre
- Interpretation through stagecraft
- Analysing a play in performance

Subject Levy: $20

Links to study designs for further detail:


Unit 3: Playscript interpretation

In this unit students develop an interpretation of a playscript through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen playscript excerpts. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist published annually in the VCAA Bulletin VCE, VCAL and VET, and analyse and evaluate the interpretation of the playscript in the performance.

Areas of study:
- Production process
- Theatrical interpretation
- Production analysis.

Unit 4: Performance interpretation

This area of study focuses on the interpretation of a monologue from a playscript selected from the monologue list in the Theatre Studies Stagecraft Examination Specifications. Students select a monologue from the list and study the text of the monologue, the prescribed scene and the playscript from which the scene is derived. Students apply selected stagecraft from the list for Unit 4 to interpret the monologue. The interpretation of the monologue is informed by study of the prescribed scene and the complete playscript. Students make decisions about the contexts, theatrical styles and theatrical possibilities for interpreting the monologue. Students apply their selected areas of stagecraft to realise and present their interpretation of the monologue. They also consider relationships between acting, direction and design.

Areas of study:
- Monologue interpretation
- Scene interpretation
- Performance analysis

Subject Levy: $20

Link to study designs for further detail:

Economics

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.

Areas of study:
- A market system
- Economic issues
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.

Analysis 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.

Areas of study:
- Population, employment and change
- Global economic issues

Subject Levy: $20
Unit 3: Economic Activity

The Australian economy is a contemporary market capitalist economy. In such an economy, the principal means of allocating scarce resources is the price mechanism. Students examine the factors that affect the price and quantity traded in individual markets as well as the importance of competition. They analyse the degree of market power in different industries and how this affects the efficiency of resource allocation. Students also come to appreciate that markets will not always lead to the most efficient allocation of resources. Through an examination of market failure, students are able to explain situations where the market does not operate freely and discuss the role of government in the allocation of resources.

The federal government has a range of macroeconomic goals, which they monitor with appropriate statistical indicators. Students examine five key economic goals which may vary in importance from time to time and which are pushed for economic, political and social reasons. Through a detailed study of these goals and an examination of the trend in these goals over the last four years, students develop an understanding of the role that each goal plays in improving living standards.

Growth in Australia is dependent upon its international relationships. Students examine the role of trade with international households, businesses, governments and other groups, and the importance of international movement of capital for Australia’s living standards.

The benefits of economic growth are not always shared equally and the living standards of some may increase by more than others. Students examine the reasons for income inequality and the social costs and benefits, and the impact on living standards associated with inequity.

Areas of study:

- An introduction to microeconomics: The market system and resource allocation
- An introduction to macroeconomics: Output, employment and income
Unit 4: Economic Management

The federal government attempts to influence the achievement of its economic goals using a range of policies. The government can influence the level of aggregate demand in the economy by relying upon its demand management policies. In recent years, the primary aggregate demand management tool has been monetary policy whereby the Reserve Bank of Australia alters the cost and availability of credit in the economy. Students learn how changes in interest rates will affect inflation, the rate of unemployment and the rate of economic growth. Students also develop an understanding of how the federal government alters the composition and magnitudes of its receipts and expenditure to influence directly and indirectly the components of aggregate demand. Budgetary policy may also be used to target or influence the achievement of external stability and equity in the distribution of income. The relationship between the two macroeconomic demand policies is analysed in terms of their impact upon domestic economic goals.

The government also aims to improve living standards through effective management of the supply side of the economy. The productive capacity of the economy needs to be expanded to meet growing demand. Students investigate how the government has utilised fiscal policy to influence aggregate supply directly in the economy. The role of microeconomic reform in promoting competition, efficiency and expanding the productive capacity is also evaluated in terms of its impact on domestic and international economic goals. Students apply the language, theories and tools of economics to develop a critical perspective about the role of aggregate demand and aggregate supply policies in the current government policy mix.

Areas of study:
- Macroeconomic demand management policies
- Aggregate supply policies

Subject Levy: $20

Link to study designs for further detail:
English

Unit 1

The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.

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.

Areas of study:
- Reading and Responding.
- Creating and Presenting.
- Using language to persuade.

Subject Levy: $20
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.

Areas of study:
- 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.

Areas of study:
- 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.

Areas of study:
- Keeping food safe
- Food properties and preparation

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.

Areas of Study:
- Tools, equipment, preparation and processing
- Planning and preparing meals

Subject Levy: $20
Approximate compulsory materials cost: $190
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, including functions of their natural components and apply this information in the preparation of foods. They investigate cooking techniques and justify their use 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 and also preserve food using these techniques. Students devise a design brief from which they develop a detailed design plan and evaluation criteria. 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. 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.

Areas of study:
- Maintaining food safety in Australia
- Food preparation and processing
- Developing a design plan

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.

Areas of study:
- Implementing a design plan
- Food product development

Subject Levy: $20
Approximate compulsory materials cost: $190

Link to study designs for further detail:
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.

Areas of study:
- Understanding youth health and human development
- Youth issues

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.

Areas of study:
- Prenatal health and individual development
- Child health and individual development
- Adult health and individual development

Subject Levy: $20
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.

Areas of study:
- Understanding Australia’s health
- Promoting health in Australia

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.

Areas of study:
- Introducing global health and human development
- Promoting global health and human development

Subject Levy: $20

History (20th Century)

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.

Areas of study:
- Crisis and conflict
- Social life
- Cultural expression

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.

Areas of study:
- Ideas and political power
- Movements of the people
- Issues for the millennium

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.

Areas of study:
- 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.

Areas of study:
- 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

Link to study design for further detail:
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.

Areas of study:
- From data to information
- Networks
- ICT in a global society

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.

Areas of study:
- Data analysis and visualization
- Programming and pathways

Subject Levy: $20
**Unit 3: IT Applications**

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

There is also a focus on the use of a relational database management system (RDBMS). Where students examine techniques used by organisations to acquire data via websites and consider the relationship between how the data is acquired and the structure of an RDBMS. At the practical level, students acquire and apply knowledge and skills in the use of an RDBMS.

**Areas of study:**
- Online communities
- Organisations and data management

**Unit 4: IT Applications**

In this unit students focus on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information. Either a relational database management system (RDBMS) or spreadsheet software is selected and used to create solutions to information problems. In addition, students use web authoring or multimedia authoring software to produce onscreen user documentation. Students also explore how organisations manage the storage, communication and disposal of data and information in order to minimise threats to the integrity and security of data and information, and to optimise efficient information handling.

**Areas of study:**
- Organisations and information needs
- Information management

**Subject Levy: $20**

**Link to study design for further detail:**
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 Areas of study:
- 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 Areas of study:
- 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
Units 3 and 4

In Units 3 and 4 students are required to undertake a detailed study. They will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.
The study should be based on a sub-topic related to one or more of the prescribed topics listed in the study design. The sub-topic may be drawn from this table, or a different sub-topic may be selected.
Students are required to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that they can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination.

Unit 3 Areas of study:
- Express ideas through the production of original texts.
- Analyse and use information from spoken texts.
- Exchange information, opinions and experiences.

Unit 4 Areas of study:
- Analyse and use information from written texts.
- Respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking communities.

Subject Levy: $20

Link to study design for further detail:
Unit 1: Criminal law in action

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

Students examine the need for laws and investigate the key features of criminal law, how it is enforced, adjudicated and possible outcomes and impacts of crime. Through contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. They also consider the role of parliament and subordinate authorities in law-making and 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.

Areas of study:
- Law in society
- Criminal law
- The criminal courtroom

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 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 evaluating the effectiveness of each. 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.

Areas of study:
- Civil law
- The civil law in action.
- The law in focus
- A question of rights

Subject Levy: $20
**Unit 3: Law-making**

In this unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society. Students develop an appreciation of the complex nature of law-making by investigating the key features and operation of parliament, and influences on law-making.

Students develop an understanding of the importance of the Constitution in their lives and on society, and undertake a comparative analysis with another country. They learn of the importance of the role played by the High Court in interpreting and enforcing the Constitution, and ensuring that parliaments do not act outside their areas of power nor infringe protected rights.

Students investigate the nature and importance of courts as law-makers and undertake an evaluation of their effectiveness as law-making bodies. They also investigate the relationships that exist between parliaments and courts.

**Areas of study:**
- Parliament and the citizen
- The Constitution and the protection of rights
- Role of the courts in law-making

**Unit 4: Resolution and justice**

The legal system provides mechanisms by which legal disputes of both a criminal and a civil nature can be resolved in a fair and just manner. Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures operating in Victorian. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system and consider reforms or changes that could further improve its effective operation.

**Areas of study:**
- Dispute resolution methods
- Court processes and procedures, and engaging in justice

**Subject Levy: $20**

**Link to study design for further detail:**
Unit 1

This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on students’ close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and/or non-print texts.

Areas of study:
- Readers and their responses
- Ideas and concerns in texts
- Analysis of non-print texts.

Unit 2

The focus of this unit is on students’ critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas.

Areas of study:
- The text, the reader and their contexts
- Comparing texts

Subject Levy: $20
Unit 3

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

Areas of study:
- Adaptations and transformations
- Views, values and contexts
- Considering alternative viewpoints

Unit 4

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

Areas of study:
- Creative responses to texts
- Close analysis

Subject Levy: $20

Link to study design for further detail:
Maths flow chart

Year 7
Year 8
Year 9
Year 10

Year 11 Foundation Maths
Year 11 General Maths
Year 11 Math Methods

Year 12 Further Maths
Year 12 Math Methods
Year 12 Specialist Maths
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.

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.

Areas of study:
- 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.

Areas of study:
- 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.

Areas of study:
- 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 uni-variate 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.

Areas of study:
- 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.

Areas of study:
- 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.

Areas of study:
- 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.

Areas of study:
- 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

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.

Areas of study:
- 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.

Areas of study:
- 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.

Areas of study:

- 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.

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

Subject Levy: $20

Link to study design for further detail (all maths subjects):
Music Performance

Unit 1: Music Performance

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Areas of study:
- Performance
- Performance technique
- Musicianship

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

Areas of study:
- Performance
- Performance technique
- Musicianship
- Organisation of Sound

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.

**Areas of study:**
- Performance
- Performance technique
- Musicianship

**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.

**Areas of study:**
- Performance
- Performance technique
- Musicianship

**Subject Levy: $20**

**Additional ensemble and instrumental music fees will apply**
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.

**Areas of study:**
- Investigation
- Composition/Arrangement/Improvisation.
- Performance

**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.

**Areas of study:**
- Investigation
- Composition/Arrangement/Improvisation
- Performance

**Subject Levy: $20**

**Additional ensemble and instrumental music fees will apply**

Link to study design for further detail (all music subjects):
Physical Education

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.

Areas of study:
- Body systems and human movement
- Biomechanical movement principles
- 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.

Areas of study:
- Effective coaching practices
- Physically active lifestyles
- One detailed study selected from decision making in sport or promoting active living.

Subject Levy: $20
Approximate compulsory materials cost: $32
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.

Areas of study:
- Monitoring and promotion of physical activity
- Physiological responses to physical activity

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.

Areas of study:
- Planning, implementing and evaluating a training program
- Performance enhancement and recovery practices

Subject Levy: $20
Approximate compulsory materials cost: $32

Link to study design for further detail:
Physics

Unit 1: Physics as a human endeavour

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.

Areas of study:
- Nuclear physics and radioactivity
- Electricity
- Detailed study (see study design for more information)

Unit 2: Motion and light

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.

Areas of study:
- Motion
- Wave-like properties of light
- Understanding 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: $32
Unit 3

This unit focuses on the ideas that underpin much of the technology found in areas such as communications, engineering, commerce and industry. Motion in one and two dimensions is introduced and applied to moving objects on Earth and in space. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonic devices are introduced. The detailed studies offer examples of theoretical and practical applications of these technologies.

Areas of study:
- Motion in one and two dimensions
- Electronics and photonics
- 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

This unit focuses on the development and limitations of models in explaining physical phenomena. A field model of electromagnetism is applied to the generation of electricity, and the development of models that explain the complex interactions of light and matter are considered. The detailed studies provide examples of innovative technologies used for research and communication.

Areas of study:
- Electric power
- Interactions of light and matter
- The ability to use a “wave model” of sound to describe and evaluate the recording of sound.

Subject Levy: $20
Approximate compulsory materials cost: $32

Link to study design for further detail:
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.

Areas of study:
- Product re-design for improvement
- Producing and evaluating a re-designed product

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.

Areas of study:
- Designing within a team
- Producing and evaluating a collaboratively designed product

Subject Levy: $20
Approximate compulsory materials cost: $95
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.

Areas of study:
- The designer, client and/or end-user in product development
- Product development in industry
- Designing for others

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.

Areas of study:
- Product analysis and comparison
- Product manufacture
- Product evaluation

Subject Levy: $20
Approximate compulsory materials cost: $95

Link to study design for further detail:
Psychology

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.

Areas of study:
- What is Psychology?
- Lifespan Psychology

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?

Areas of study:
- Interpersonal and group behaviour
- Intelligence and personality

Subject Levy: $20
Approximate compulsory materials cost: $32
Unit 3: The Conscious Self

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.

Areas of study:
- Mind Brain and Body
- Memory

Unit 4: Brain, behaviour and experience

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.

Areas of study:
- Learning
- Mental Health

Subject Levy: $20
Approximate compulsory materials cost: $32

Link to study design for further detail:
Studio Arts

Unit 1: Artistic inspiration and techniques

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.

Areas of study:
- Developing art ideas
- Materials and techniques
- Interpretation of art ideas and use of materials and techniques

Unit 2: Design exploration and content

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.

Areas of study:
- Design exploration
- Ideas and styles in artworks

Subject Levy: $20
Approximate compulsory materials cost: $95
**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.

**Areas of study:**
- Exploration proposal
- Design process
- Professional art practices and 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.

**Areas of study:**
- Folio of artworks
- Focus, reflection and evaluation
- Art industry contexts

**Subject Levy: $20**
**Approximate compulsory materials cost: $95**

**Link to study design for further detail:**
Visual Communication Design

Unit 1: Introduction to Visual Communication Design

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.

Areas of study:
- Drawing as a means of communication
- Design elements and design principles
- Visual communication design in context

Unit 2: Applications of visual communication design

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.

Areas of study:
- Technical drawing in context
- Type and imagery
- Applying the design process

Subject Levy: $20
Approximate compulsory materials cost: $85
Unit 3: Design thinking and practice

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Areas of study:
- Analysis and practice in context
- Design industry practice
- Developing a brief and generating ideas

Unit 4: Design development and presentation

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience.

Areas of study:
- Development of design concepts
- Final presentations
- Evaluation and explanation

Subject Levy: $20
Approximate compulsory materials cost: $85

Link to study design for further detail:
VET Interactive Digital Media

VCE VET Interactive Digital Media Unit 1 and 2

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 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

Link to VCAA publications for further detail:
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 $500.

Link to VCAA publications for further detail: