

2019 HANDBOOK

Senior Campus



MILL PARK
SECONDARY COLLEGE



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SECONDARY COLLEGE

SENIOR CAMPUS 2019 HANDBOOK

Respect
Achievement
Responsibility
Enjoyment

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Contacts

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Introduction

Welcome to the Mill Park Secondary College Senior Campus where students undertake their later years of study, Years 10 to 12. The Senior Campus learning environment has encouraged senior students to develop independence, self-confidence and responsibility for their own learning and behaviour.

The Senior Campus offers a Year 10 Victorian Curriculum Program, the Victorian Certificate of Education (VCE) Units 1 to 4, VCE/VET (Vocational Education and Training) units and the Victorian Certificate of Applied Learning (VCAL). This Handbook provides information about our Senior Campus programs for 2019.

When making choices, students are encouraged to consider studies:

- they find interesting;
- where they are prepared to meet the challenges that the unit offers;
- that lead to employment they find appealing;
- that prepare them for further training/tertiary courses that they are considering.

The Senior Campus has a College Pathways/Career Coordinator and a Student Welfare Coordinator. Every student belongs to a Pastoral Group that meets weekly with their Pastoral teacher. The careers program is incorporated into these weekly Pastoral sessions and includes access to career videos, career skills and interest audits, printed materials, guest speakers and websites covering career information.

Developing Managed Individual Pathways (MIPs) plans is an integral part of the Pastoral program. The wellbeing of students is a high priority and issues relevant to students are covered in the Pastoral program. There is a full-time Student Welfare Coordinator and students can access an Educational Psychologist.

There are many opportunities for students to show leadership. School Captains, Vice Captains and Subject Captains are elected annually as is our active Student Representative Committee (SRC). Students are also encouraged to participate in and lead sports and debating teams, and perform in the annual School Production and Arts Festivals.

Since 2002, an increasing number of overseas students have joined the College and have enhanced the College's cultural diversity. An International and English Language Student Centre has been established to support these students.

The Senior Campus has excellent, purpose-built, facilities, including a senior library, computer rooms, a modern dance space, gymnasium and indoor canteen, a well-resourced careers and student wellbeing centre, outdoor paved areas for relaxation and modern classrooms. The Senior Campus now has a state of the art multi-purpose sports facility, containing two soccer pitches and a football/cricket oval. The Study Centre provides an additional area for students to complete private study. The campus also has access to a basketball stadium, an athletics track, an Arts and Cultural Centre and an indoor swimming pool, which are community resources close to the College.

Things to consider when choosing your Senior Program

Discuss subject selection with a range of people, when selecting a program for Years 10, 11 and 12. You should read this guide thoroughly, and take it home and discuss it with your parents/guardians. You will have the opportunity to work through this guide in Pastoral with your Homegroup teacher. You are also encouraged to take this guide with you to every class and ask your classroom teachers specific questions about subjects and/or pathways you may be interested in.

There are a great number of supports at school to help you select a program. You should discuss subjects and programs with your Homegroup and subject teachers, as well as Program Leaders and Year Level Coordinators. You could also discuss possible programs and subject selections with the Careers team in the Careers Office. When considering a program for Years 11 and 12, you should consider your career interests and aspirations, subjects that you are good at or enjoy, and the Suggested Pathways section at the back of this handbook.

Important things to know

Some subjects have an additional cost.

These costs are outlined in the 'Year 11 and 12 Parent Supported Materials and Services & Electives – 2019'. VET studies may attract additional fees. Separate notices will be sent home confirming these costs.

Not all subjects offered will go ahead.

The number of students that select a subject can determine whether it runs or not. Other factors such as availability of specialist rooms, teachers and timetable clashes will determine whether a subject runs.

Special Programs.

Be aware that there is a separate application process for the Victorian Certificate of Applied Learning (VCAL) program.

Follow your interests and consider your future pathway/s options.

Subjects chosen should suit your intended pathway. Try to select subjects which go together to make a suitable program. There is a Suggested Pathways section at the back of this guide to assist you with this.

Keep your options open.

Try to keep career and further study options as open as possible. Consider two or three possible VCE/VET courses rather than just one. If you intend to work after your VCE/VCAL make sure you choose a program that will develop the required competencies in your area of interest.

Be sure you cover any pre-requisite subjects for tertiary courses.

Many courses at Universities and some TAFE institutions have pre-requisite studies that you must do to get into specific courses. These are outlined in the VICTER that can be accessed via the VTAC website (www.vtac.edu.au) under the 'publications' tab. It is up to you to research pre-requisites for courses you are interested in.

Use accurate information.

Make sure you choose your VCE/VCAL and/or VET program on the basis of accurate information. Entry requirements and pathways change from year to year so make sure you have done your research.

Resources.

Don't forget to ask the Careers staff for help! The most useful resources include the Job Guide (<http://jobguide.thegoodguides.com.au>), TAFE and University Handbooks, the Careers Office, the VTAC website (www.vtac.edu.au), Youth Central (www.youthcentral.vic.gov.au), myFuture (www.myfuture.edu.au), and VICTER (<http://www.vtac.edu.au/publications.html>).

Mill Park Secondary College Attendance

The College encourages all students to make 'every day count' by attending school each day. However we do understand that for a variety of reasons students may be away from school. Below is a list of the College's approved and unapproved reasons for absence.

Approved reasons for absence	Unapproved reasons for absence
Illness (with a medical certificate)	Driving lessons
Funeral	Personal issues (without further explanation)
Job interview	Family commitments
Medical/dental appointments (which cannot be arranged out of class time)	Car or bike breakdowns
Court appointments	Sleeping in or missing the bus
Court counselling	SAC / SAT preparation or completion of work due in other subjects
College/State/National representation in sport	Part time work commitments or Centerlink appointments
License testing	Supporting upset friends or timetable mix ups

Below are a list of student responsibilities in regards to attendance.

Student Responsibilities

- Attend all timetabled classes and arrive on time.
- Students are required to remain on campus for the entire school day.
- If absent, provide a medical certificate/parent note to the General Office SC on return to school. A medical certificate is required for absences in excess of three school days, or if a VCE SAC has been missed. Notes from home explaining absences will be accepted for up to five school days after your return to school. After this time absences will remain unapproved.
- VCE/VET/VCAL students are required to maintain an attendance rate of 90% for each unit. Students may be awarded 'N' for a unit if attendance falls below this level.
- Sign in at the General Office at SC and provide written explanation if late for school.
- If leaving early, a written note must be shown at the General Office before signing out.
- Discuss with each teacher procedures for catching up on any work missed through lateness or absence.
- Report to the Sick Bay if ill or injured. Students should not contact parents directly or leave without signing out.

Year 10 Program at Mill Park Secondary College

Students in Year 10 at Mill Park Secondary College undertake a combination of compulsory and elective subjects. Core subjects that must be completed include English, Mathematics, Humanities and Science.

The purpose of the Year 10 curriculum is to develop students' skills and enable them to explore their interests in preparation for the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL).

Core Subjects:

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 10 Semester 1	English	Mathematics	Science – Physics & Chemistry	Humanities — History	Free Choice	Free Choice
Year 10 Semester 2	English	Mathematics	Science – Environment & Biology	Free Choice	Free Choice	Free Choice

Elective Choices:

Year 10 students have a choice of five free choice electives. When selecting electives, the following conditions apply:

- VCE subjects and Languages will count as two units, as these are subjects that extend over two semesters (i.e. year-long).
- A student will need to choose from at least six different areas of study from the eight offered. These are Arts, English, Humanities, Languages, Mathematics, Physical Education and Health, Science, and Technology.
- A student may not select more than four units from a single area of study.
- Year 10 students may choose a VCE/VET subject to accelerate in, however they may not choose a VET subject offered externally to the school, through the Northern Melbourne VET Cluster.

How to approach choosing Electives

Electives can be chosen from the following areas of study:

Arts	Mathematics
English	Physical Education & Health
Humanities	Science
Languages	Technologies

Core and elective subjects offered within these areas of study are listed on page 12 of this guide. Students must think carefully about which areas of study, and which units within these areas of study, they are interested in.

When choosing your program it is important to:

- Consider what you want to do after completing Year 12. If you think you would like to attend university or TAFE, choose electives that will lead in to VCE/VCAL subjects related to the course/s you wish to study (e.g. Architecture & Interior Design leads in to VCE Visual Communication & Design).
- Identify your interests and strengths and link these with appropriate study/work/career choices;
- Take note of pathways suggestions in subject descriptions to get ideas about how to select a Year 10 program that will lead in to a VCE/VCAL program, which leaves your options open for post-compulsory pathways.

Completing a VCE or VET Subject in Year 10

Undertaking a VCE subject, including a VET subject, is an option available to Year 10 students.

Students interested in choosing a VCE/VET subject to study in Year 10 must select Units 1 and 2 to complete during Year 10 as two of their free choice electives. Completing Units 3 and 4 during Year 11 typically follows this.

Students who undertake a VCE subject in Year 10 and complete Units 3 and 4 of that subject in Year 11 are still expected to choose and complete a full VCE program of five Unit 3 & 4 sequences subjects in Year 12.

VCE units available for study in 2019 are listed on page 36. It is recommended that students select a related or 'complementary' unit to study, rather than their 'best' or 'favourite' subject, or subjects that are pre-requisites for University or TAFE. For example, if you are passionate in Physical Education and Health, select VET Sport & Recreation in Year 10, rather than Physical Education or Health and Human Development. This should enable you to maximise your Study Score for these subjects in your final year of study, as you have gained valuable experience in the rigours of VCE, assessment, and end-of-year exams.

Year 10 students may choose a VCE/VET subject to accelerate in, however they may not choose a VET subject offered externally to the school, through the Northern Melbourne VET Cluster. A full list of internal VET subjects available for selection can be found on page 36 of this handbook.

Year 10 students considering choosing a VCE/VET subject should discuss these options with their parents and relevant staff. Interviews will be held to discuss student choices.

Benefits of completing a VCE subject in Year 10

There are many benefits to undertaking a VCE subject as a Year 10 student:

- Allows a student to gain valuable exposure to VCE assessment, as well as the rigours of a VCE program, workload and other requirements.
- Provides students with an opportunity to complete a Unit 3 and 4 subject in Year 11 to enhance their Australian Tertiary Admissions Rank (ATAR). Completing a sixth Unit 3 and 4 subject counts towards the final ATAR.
- Allows a student to build up effective study habits/routines before their final schooling years.

There are a number of factors that will be considered when determining whether undertaking a VCE subject in Year 10 is appropriate:

- Does the student have a consistent record of achievement?
- Does the student have a genuine interest in the subject?
- Does the student have an excellent attendance record?

VCE Subjects available for Year 10 acceleration

VCE ARTS

Dance
Drama
Media Studies
Music Performance *
Studio Arts
Theatre Studies
Visual Communication Design
**separate entrance requirement*

VCE PHYSICAL EDUCATION

Health & Human Development
Outdoor & Environmental Studies
Physical Education

VCE TECHNOLOGY

Product Design & Technology - Materials
Product Design & Technology - Textiles
Food Studies
Computing

VCE HUMANITIES

Accounting
Australian & Global Politics
Business Management
Economics
Geography
History
Legal Studies
Philosophy

VCE SCIENCE

Biology
Environmental Science
Psychology
VCE Laboratory Skills

VCE/VET PROGRAMS

Building & Construction
Business
Dance
Hospitality
Creative and Digital Media
Music Industry
Sport & Recreation
Applied Fashion Design and Technology
Laboratory Skills
Community Services

VCE ENGLISH

English Language **
Literature **

***Generally not recommended, unless student commits to studying a second English 3 or 4 sequence in Year 12*

Year 10 SEAL students

Students in the SEAL Program will undertake a Year 10 program which combines Year 10 and Year 11 subjects. This allows them to keep being challenged via acceleration of subjects, whilst trying out different subject areas. The program is designed to provide students with flexibility in their subject choice across the 3 years.

The typical SEAL program at Year 10 looks like this:

Semester 1	Accelerated English	General Maths 1 or Maths Methods Unit 1	Free Choice VCE Unit 1	Extended Investigation	Year 10 Elective	Year 10 Elective
Semester 2	Accelerated English	General Maths 2 or Maths Methods Unit 2	Free Choice VCE Unit 2	Extended Investigation	Year 10 Elective	Year 10 Elective

- SEAL students and parents should work closely with their Year 9 Maths teacher, to determine which Year 11 Maths course is the most appropriate.
- Accelerated English prepares SEAL students to undertake any VCE English choice in Year 11.
- Extended Investigation is a yearlong subject, which helps students to develop University level research skills. This subject can be taken again as a Year 12 subject in later years.

The SEAL Program at the Senior Campus is designed so that students will complete more Units 3 and 4 sequences than they need. Most SEAL students will complete between 6 and 8 Year 12 subjects across their VCE. This means that some of their lower Study Scores, will not count towards their ATAR score, allowing them to maximize their VCE scores. All SEAL students will need to complete a full VCE program of six subjects during Year 11 and five subject during Year 12.

Subject	Description
SEAL Accelerated English	<p>Students will complete a curriculum that incorporates introductory elements of all three VCE English subject areas, developing skills in linguistics, literature, formal writing and creative response. Students will develop an understanding of the nature and functions of language and draw on a range of literary texts, to consider the relationships between texts, audiences and contexts. They engage in close reading and comparison of texts and create analytical responses that are evidence-based.</p> <p>Assessment Tasks Passage analysis, Analytical and comparative written tasks, Oral presentation</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Literature, English, English Language</p>

Senior Pathways for The Lakes Academy students at Mill Park Secondary College

Mill Park Secondary College acknowledges the work ethic, effort and excellence which goes into the Academy Program at the Lakes P – 9 School. As such, we have developed the following senior pathways for students who have completed these programs.

The Lakes	Mill Park Secondary College
SANE – Science Academy students	VCE Biology or Environmental Science in Year 10 Students who successfully complete the Science Academy at The Lakes in year 9, will be eligible to complete an Accelerated VCE Science subject whilst in year 10. Completing a year 11 subject a year earlier allows students a higher level of challenge, as well as having an extra year 12 subject considered in their ATAR.
Fast Track – Sports Academy	VET Sporting Pathways Program Students who successfully complete the Fast Track Sports Academy at the Lakes are eligible to complete the VET Sporting Pathways Program. This three-year program gives students a Nationally recognised qualification of certificate I, II and a partial completion of a Certificate III. Completion of the entire qualification by the end of year 12 entitles students direct entry into some tertiary courses. Students can also complete other PE electives in year 10, as well as VCE PE and Health subjects.
MAD Music and Dance Academy - Music Stream	Music Program Students who successfully complete the Music program in the MAD Academy at the Lakes are eligible to move into the senior music program at Mill Park Secondary College. The program involves students completing our full range of music subjects at years 10, 11 and 12, individual tuition in a musical instrument, membership of music ensembles, and the possibility of joining the annual College production band, annual Song and Dance concert, Kool Skools recording project and other public performance opportunities. Students that complete our VET Music Industry subject at years 11 and 12 are eligible for direct entry into a limited number of Tertiary courses. Lakes students who complete the Music stream with achievement levels six months ahead of expected are eligible to accelerate into VET Music Industry in year 10. (Students may be required to audition to gain acceptance into the accelerated subject).
MAD Music and Dance Academy - Dance Stream	Dance Program Students who successfully complete the Dance program in the MAD Academy at the Lakes are eligible to move into the senior dance program at Mill Park Secondary College. The program involves students completing our full range of dance subjects at years 10, 11 and 12, and the possibility of joining the annual College production, annual Song and Dance concert and other public performance opportunities. Mill Park Secondary College also offers both VCE and VET Dance subjects at years 11 and 12. Lakes students who complete the Dance stream with achievement levels six months ahead may be eligible to accelerate into VET Dance at year 10.
MAD Music and Dance Academy - Drama Stream	Drama and Theatre Program Students who successfully complete the Drama program in the MAD Academy at the Lakes are eligible to move into the senior drama and theatre program at Mill Park Secondary College. The program involves students completing our full range of theatre and drama subjects at years 10, 11 and 12, and the possibility of joining the annual College production, senior theatre studies performances and other public performance opportunities. Mill Park Secondary College also offers both VCE Drama and Theatre Studies subjects at years 11 and 12. Lakes students who complete the Drama stream with achievement levels six months ahead may be eligible to accelerate into VCE Drama or Theatre in year 10.

These Senior Pathways are in addition to the many other subjects and programs on offer at Mill Park Secondary College for all students from The Lakes.

Year 10 Core Subjects Index

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	Graphic Design	16	AVGD
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	Media: Print Digital Photography	17	AMDP
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ENGLISH	Literature	17	ENLI
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TECHNOLOGIES	Urban Cuisine	23	TFUR
	Junior Chefs	23	TFJC
	Computer Programming	24	TICP
	Information Technology	24	TICT
	Computer Aided Design & Manufacturing	24	TMCA
	Product Design	25	TMPD
	Fashion & Design	25	TMFA
	Systems Engineering - Electro-Technology & Mechanical Design	26	TMEM

Year 10 Core Subjects

Subject	Description
English (ENGA/ENGB)	<p>In Year 10 English, students will develop their written and spoken communication skills through the study and comparison of a variety of classic and contemporary texts. They will draw on the ideas and concerns in an Australian film to create a writing piece. Students will draft their writing and learn the skills of self-editing for improved fluency and expressiveness.</p> <p>Assessment tasks: Text responses, Writing folio, Oral presentations</p> <p>Pathways beyond Year 10 include but are not limited to: VCE English, Literature, English Language</p>
Mathematics (MTHA/MTHB)	<p>This subject aims to combine a range of teaching methods and classroom practices through an online system called 'Maths Pathways'. Lessons will be tailored to precisely what each individual student is ready to learn. This includes developing problem solving; independent learning and group work skills and helping students develop a growth mindset towards their mathematics learning.</p> <p>Assessment tasks: Workbook; Rich Tasks; Rich Task Investigation</p> <p>Pathways beyond Year 10 include but are not limited to: VCE General Mathematics, Mathematical Methods, Specialist Mathematics</p>
Science Chemistry & Physics (SCCP)	<p>During the physics strand of this subject, students study motion and Newton's laws as well as energy and energy transformations. In chemistry, atomic structure, the periodic table and chemical properties is studied. Students look at how chemical reactions can produce a range of products. Chemical formula and equations are also explored.</p> <p>Assessment tasks: Written reports; Written test; Practical reports, Exam</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Physics, Chemistry, Biology, Psychology, Environmental Science</p>
Science Environment & Biology (SCEB)	<p>In this subject, DNA and the transmission of heritable characteristics from one generation to the next is studied, along with natural selection and evolution as a mechanism of change. Global systems including the carbon cycle are explored, along with the origins of the universe and the big bang theory.</p> <p>Assessment tasks: Written report; Written test; Practical reports; Exam</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Biology, Psychology, Environmental Science</p>
History (HUMS)	<p>This subject allows students to explore the events, turning points and places where Australians fought in World War Two. Students will also examine how Indigenous Australians and other groups have fought for their rights and freedoms in Australia and abroad. Finally, they will investigate the development of pop-culture in post-war Australia and how it shaped the Australian way of life.</p> <p>Assessment tasks: Essay; Research project; Oral presentation</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Twentieth Century History, Revolutions, Politics</p>

Year 10 Elective Subjects

Arts - Performing Arts

Subject	Description
Dance Styles & Choreography (APDS)	<p>In this subject, students will learn about dance styles; from contemporary ballet, jazz, to hip hop. This unit focuses on your participation, development and exploration of various dance styles and techniques. They will develop technical and creative skills through learnt dance works and improvisation. Students will also develop a greater understanding of the choreographic processes through analysis and evaluation of dance styles.</p> <p>Assessment Tasks: Practical work/Group composition, Written task, Work book.</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Dance, VET Dance</p>
Drama & Theatre (APDR)	<p>In this subject, students will learn about the elements of Drama in order to understand how to create a character and the process involved in performing. Students will examine character creation from a variety of different stimulus materials. Students will then study a play, be assigned a character part in the play and perform it in front of an audience. They will be involved in all areas of production, including; acting, props, sound, lighting, costume and make-up.</p> <p>Assessment tasks Performance, Analysis of a play, class participation.</p> <p>Pathways beyond Year 10 include but are not limited to: VCE, Drama, Theatre Studies.</p>
Music Performance (APMU)	<p>In Music Performance, students will learn how to play instruments in solo and ensemble contexts. They will learn how to read and write musical notation and analyse music from a range of styles. Students will perform music on various instruments including voice, keyboard, guitar, bass and percussion. Brass, woodwind and other string instruments can be incorporated into this course. Students will be encouraged to explore and develop ideas, skills and techniques. Students will be exposed to many forms of music styles and develop an appreciation of the aesthetics of music through the analysis of its expressive elements.</p> <p>Students who undertake this elective are strongly encouraged to attend weekly Instrumental Music lessons either privately or through the college.</p> <p>Assessment tasks Instrumental development, Analysis assignment, Music-Theory comprehension and creative work.</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Music Performance, VET Music Industry</p>
Music Technology & Recording (APTR)	<p>This unit concentrates on the use of technology to develop composition and recording techniques. Students will be exposed to a number of musical experiences through recording and analysis, composition and mixing using ICT, music theory and recording production. Students will explore and manipulate combinations of electronic and acoustic sounds to create new works, using technology as a composition tools. Students will be able to record a track using Garage-band or Pro Tools. They will also be introduced to the components of and manage a PA system. As this unit focuses on music technology and composition, the use of musical instruments is limited.</p> <p>Assessment tasks Equipment Management of live sound systems, Presentation of creative composition and recording tasks, Written journals and Research project.</p> <p>Pathways beyond Year 10 include but are not limited to: VET Music Industry.</p>

Year 10 Elective Subjects continued...

Arts - Visual Arts

Subject	Description
Architecture & Interior Design (AVID)	<p>In this subject, students examine 'Architecture and Interior Design' to see how designers have explored design elements and principles in creative and conventional ways. They explore the role of Architects and Interior Designers in both production methods and theory. Students also study the differences in design styles, sustainable impact, and the various roles and practices of designers. The focus is on the development of practical skills through the application of design concepts.</p> <p>Assessment tasks: Folio: practical work, Work book: development of ideas, Written task</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Visual Communication Design, Studio Arts</p>
Ceramics & Sculpture (AVCS)	<p>In this subject, students will learn how to create three-dimensional artwork, through the exploration of ideas in clay. They will explore art elements and principles to develop their individual ideas and develop skills, techniques and processes to produce imaginative ceramics and sculpture based on a range of art styles. This also involves the analysis and discussion of features and differences in styles, themes used by artists.</p> <p>Assessment tasks: Folio: practical work, ceramics and sculpture, Work book: development of ideas, Written task: analysis of artwork</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Studio Arts</p>
Graphic Design (AVGD)	<p>In this subject, students will play an important role in producing creative ideas and meeting clients' needs. They will develop skills and techniques and explore ideas through the design process based on design briefs. This includes the use of production methods and the analysis and discussion of qualities in design styles. They will develop an understanding of the role and practices of product and graphic designers.</p> <p>Assessment Tasks: Folio practical work, posters, products, Work book: development of ideas, Written task: analysis of designs</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Visual Communication Design, Studio Arts</p>

Year 10 Elective Subjects continued...

Arts - Visual Arts continued...

Subject	Description
Media Film and Television (AMMA)	<p>In this subject, students develop an understanding of film and television story and production elements, such as: camera, acting, mise en scene, lighting and sound. Students will be asked to critically examine film and television texts to understand how directors make deliberate choices to create meaning. Students develop an understanding of the role and processes filmmakers go through to bring films to life. You will never watch movies the same way again!</p> <p>Assessment Tasks: Written task – case study essay; practical work; timed task/s – text analysis.</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Media</p>
Media Print Digital Photography (AMDP)	<p>In this subject, students will learn about the creative and theoretical application of digital photography. They will explore the technical and creative uses of Digital Single Lens Reflex cameras and image editing/manipulation software such as Photoshop. They will also investigate leading historical and contemporary photographic practices and photographic artists.</p> <p>Assessment Tasks: Research of key photographers and works, Photography analysis of compositional design, Production Design Plan and photographic work</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Media, Studio Arts, Visual Communication Design</p>
Painting & Drawing (AVPD)	<p>In this subject, students will explore individual ideas through the creation of drawings and paintings. They will develop ideas and themes based on personal interests through the exploration of a range of art styles. Students will further develop drawing and painting skills, techniques and processes and produce imaginative and innovative art work. This includes the analysis and discussion of features and differences in styles, themes and aesthetic qualities of artists and their art work.</p> <p>Assessment Tasks: Folio: practical work, drawings, canvas painting, Work book: development of ideas, Written task: analysis of artwork</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Studio Arts, Visual Communication Design, — Painting/Drawing/Digital Art</p>

English

Subject	Description
Literature (ENLI)	<p>Do you love books and reading? Would you like to explore works of literature from the past and present and learn how to write creatively, all the while improving your ability as a writer, thinker and literary commentator? You will have the opportunity to read various forms of texts, such as poetry, novels, drama and film texts and learn how language and ideas are used to represent human experience. This elective will be invaluable to students planning to study literature in VCE.</p> <p>Assessment tasks: Essay; Review; Creative Response</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Literature, English, English Language</p>

Year 10 Elective Subjects continued...

Humanities

Subject	Description
Business Economics (HEBE)	<p>In this subject, students examine the 'economic cycle' to see how an economy operates. They explore the role of markets in allocating resources. Students also study the impact of businesses on Australia's economy and how advertising is used to grow profits. The concepts of ethics and social responsibility are considered to evaluate whether businesses can ever be a truly 'good' corporate citizen.</p> <p>Assessment tasks Written report; Written test; Debate</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Business Management; VCE Economics</p>
Year 10 Extended Investigation (HEXT)	<p>In this subject, students explore an area of interest and develop a research question, which will be used as a basis for investigation. Students will learn skills central to the research process including thinking critically, developing a research question, searching academic databases and reviewing academic research, implementing research methods, and writing according to academic conventions. Throughout the year, students will defend their thesis in written and oral formats, and produce a 4,000-word written report detailing their investigation, results, discussion and conclusions.</p> <p>Assessment Tasks Written reports; Oral presentations; Critical Thinking Test</p> <p>Pathways beyond Year 10 include but are not limited to: Extended Investigation (Unit 3 & 4 only)</p> <p>Please note: The Year 10 Extended Investigation is a year-long elective subject and will take up two of your free-choice electives. Before selecting the Year 10 Extended Investigation you are encouraged to speak with a Careers teacher and/or your English teacher regarding your suitability for the subject.</p>
Geography (HGEO)	<p>Geography is the study of the Earth itself and how humans interact with the environment. In this subject you will study the structure of the Earth and its various landforms, including volcanoes, deserts, rivers and oceans. You will research various vital resources and how these are managed and will examine why people live in cities and how these develop and grow. You will also study how humans interact with, damage, cultivate and care for the environment around them.</p> <p>Assessment tasks Workbook tasks; Research; Field work</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Geography</p>
Most Wanted — Legal Studies/ Psychology (HLMW)	<p>This elective will introduce you to Legal Studies and the field of Psychology. You will discover psychological issues that directly impact on the legal system. Topics include memory and eyewitness testimony, mental impairment and criminal responsibility, criminal profiling and assessing dangerousness. You will explore these issues by analysing past cases and performing some duties of a forensic psychologist, such as criminal profiling and giving expert opinion.</p> <p>Assessment tasks Research project; Mock trial; Oral presentation; Criminal profiling</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Legal Studies, Psychology</p>

Year 10 Elective Subjects continued...

Humanities continued...

Subject	Description
Philosophy & The Real World — Philosophy (HPRW)	<p>Philosophy is the oldest discipline. Every subject draws from Philosophy – mathematics, science, arts and language – and philosophy draws on every subject. Students of philosophy ask the biggest, the most challenging, and the most intelligent questions ever known to human beings. For example:</p> <ul style="list-style-type: none"> – Is there a God? – What is reality? – Is killing always wrong? <p>Assessment tasks Timed exercise; Research project; Oral presentation</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Philosophy</p>

Languages

Subject	Description
Italian (ITA)	<p>Year 10 Italian gives you the exciting opportunity to get ready to use Italian for future work, study, travel and friendship opportunities. It will further develop your fluency in the language and develop your knowledge and skills in understanding, speaking and writing Italian. You may have studied Year 9 Italian or you can re-join the Italian program after a break. This course is specially designed to extend and challenge you. We will investigate the Italian culture by exploring modern issues through the perspective of an Italian.</p> <p>Assessment tasks: Activities involve assessing reading, writing, speaking and listening skills through stories, cartoons, posters, emails, letters, poems, articles and online activities.</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Italian</p>

Mathematics

Subject	Description
Mathematical Methods (MAVM)	<p>In this subject, students explore advanced and challenging mathematical concepts involving Algebra. They perform operations with surds, indices and logarithms. They also represent exponential and polynomial functions numerically, graphically and algebraically. Students use a Computer Algebra system to support their skill development and apply their skills to model and solve practical situations.</p> <p>Assessment tasks Written Tests; Mathematical Activities; Summary Notes</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Mathematical Methods; Specialist Mathematics</p>

Year 10 Elective Subjects continued...

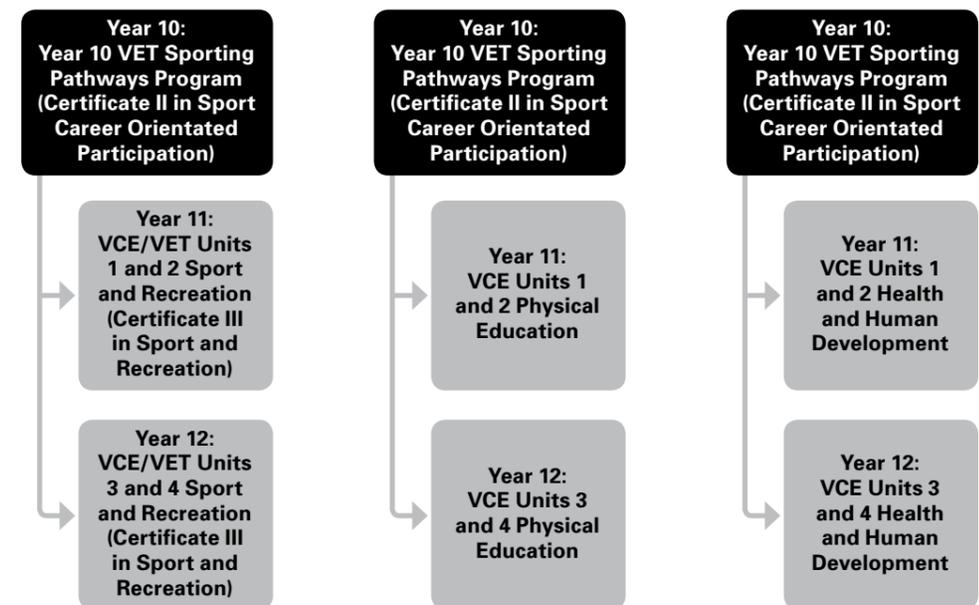
Physical Education

Subject	Description
Health & Human Development (PEHH)	<p>In this subject, students investigate and explore the physical, mental, emotional, spiritual and social dimensions of health and stages of pre-natal development. They investigate risk and protective factors that can be applied to reduce disease burden in Australia. Factors that contribute to healthy relationships will also be examined. This is a theory focused subject.</p> <p>Assessment tasks: Class work; Data analysis; Case Study; Written test</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Health & Development</p>
Outdoor Education & Environmental Studies (PEOE)	<p>In this subject, students examine risk taking behaviour by assessing and managing risks, through the practical activity of indoor rock climbing. Students will also study environmental conflict and sustainability, and how this is influenced by a range of personal views of the environment. Other practical activities may include, but are not limited to, mountain bike riding, team building activities and bushwalking.</p> <p>Assessment tasks: Practical Participation, Practical Skill Achievement and Theory.</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Outdoor and Environmental Studies</p> <p>Other Information: There is no cost associated with this elective, but extra day excursions and activities will be made available during the semester. These will need to be paid on attendance.</p>
Physical Education (PE10)	<p>This subject is designed to allow you to be introduced to the both the practical and theoretical components of VCE Physical Education. In this subject, you examine the health benefits of regular participation in Physical Activity and explore the consequences on the dimensions of health from sedentary behaviour. You will examine and participate in training methods incorporating relevant training principals and complete fitness testing of relevant health and skill-related fitness components. Students will examine the key concepts of the skeletal and muscular system, explore the energy systems and investigate fitness components, training principles and methods in a variety of practical and theory based activities. Legal and illegal ergogenic aids that improve sporting performance will be investigated.</p> <p>Assessment tasks: Practical Participation; Laboratory tasks; Theory.</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Physical Education, VET: Sport and Recreation.</p>
Physical Education for Girls (PEFG) <small>NOTE: Physical education for girls and physical Education elective cover the same content. Students are only required to select one or the other. Not both subjects.</small>	<p>This subject is designed to allow you to be introduced to the both the practical and theoretical components of VCE Physical Education. In this subject, you examine the health benefits of regular participation in Physical Activity and explore the consequences on the dimensions of health from sedentary behaviour. You will examine and participate in training methods incorporating relevant training principals and complete fitness testing of relevant health and skill-related fitness components. Students will examine the key concepts of the skeletal and muscular system, explore the energy systems and investigate fitness components, training principles and methods in a variety of practical and theory based activities. Legal and illegal ergogenic Aids that improve sporting performance will be investigated.</p> <p>Assessment tasks: Practical Participation; Laboratory tasks; Theory.</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Physical Education, VET: Sport and Recreation, Health and Human Development.</p>

Year 10 Elective Subjects continued...

Physical Education continued...

Subject	Description
Year 10 VET Sporting Pathways Program (PEVS)	<p>In this subject, students are introduced to the characteristics of the recreation industry, while also assisting them to build on their sporting skills. As part of this course students will explore the sporting industry, athlete nutrition, sport in the media, technology in sport, communication and interview techniques as well as goal setting and leadership in a sporting context. Upon successful completion of this subject, students will achieve a nationally recognised Certificate II in Sport Career Orientation Participation. This is both a practical and theory based subject.</p> <p>Assessment Tasks: Class work; Data analysis; Case Study; Written test; Practical participation (All assessment pieces must be completed to satisfactory standard in order to achieve the Certificate II)</p> <p>Pathways beyond Year 10 include but are not limited to: VET: Sport and Recreation (Cert III); VCE Physical Education; VCE Health and Human Development; VCE Outdoor & Environmental Studies.</p> <p>Information about Year 10 VET Sporting Pathways Program Students who successfully complete the Year 10 VET Sporting Pathways Program will not only receive Certificate II in Sport Career Orientation Participation but be accredited two VCE units. If they then go on to successfully complete Certificate III in Sport and Recreation (across Years 11 and 12) they will be credited an additional three VCE units.</p>



Year 10 Elective Subjects continued...

Science

Subject	Description
Biomedical Science (SCBS)	<p>This unit will cover cells and microscopy, cell membrane, chemistry of cells and biomacromolecules. Students investigate a range of body systems, such as the nervous and skeletal systems, and apply their knowledge to disease case studies. The immune system and cell damage will be explored, with a focus on the use of Biomedical Technology to help the body overcome disease.</p> <p>Assessment tasks Written report; Written test; Practical reports; Exam</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Biology, VCE/VET Laboratory Skills</p>
Psychology (SCPY)	<p>Year 10 Psychology aims to explore some of the most influential ideas in the science of Psychology, uncover occupational applications of Psychology, and prepare students for VCE Psychology. Students will be introduced to the key structures and functions of the brain, Mental Illness, Sleep, Social Psychology and Positive Psychology. Students develop Research Method skills, conduct and critique psychological experiments where findings of the studies are reported on according to professional standards.</p> <p>Assessment tasks Written report; Written test</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Psychology</p>

Year 10 Elective Subjects continued...

Technologies - Design and Technology

Occupational Health and Safety Notice

Students and Parents need to be aware that there is an important OHS aspect regarding the protective equipment worn in practical Technology classes. This subject requires students to observe strict OHS controls which may include the tying back of hair, the wearing of hats / hair nets, aprons and black, fully enclosed, safe, leather school shoes.

Subject	Description
Urban Cuisine (TFUR)	<p>In this elective, you develop an understanding of food safety and hygiene principles, the functional properties of food and the role of key ingredients in cooking. In production sessions you will work through a menu and prepare a range of dishes incorporating a variety of cooking techniques. You critically investigate and evaluate factors influencing the historical growth and location of Melbourne's multicultural café culture and the influence of café style food. You also design and prepare your own café style dish to suit the needs of a customer.</p> <p>Assessment tasks Major investigation, production plans and self-evaluations, practical cooking, exam.</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Technology: Food Studies, VET Hospitality: Kitchen Operations.</p>
Junior Chefs (TFJC)	<p>In this elective, you will participate in practical productions to develop your knife handling skills and food presentation techniques. You learn about the design process and how it is used by professional chefs to produce dishes that offer nutritional value, and utilise the chemical properties and sensory characteristics of food. You are also provided with an opportunity to design your own practical dish(es) for an end of course assessment. Junior Chefs is a serious course for budding cooks who like to chop away to their hearts content!</p> <p>Assessment tasks Graded practical cooking sessions, sensory evaluations, practical exams, written reports/presentations</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Food Studies Units 1-4, VET Hospitality: Kitchen Operations</p>

Vocational Opportunities:

Students studying a food elective can also elect to complete a variety of Hospitality courses (for an additional fee and subject to class numbers) including:

- Prepare and Serve Espresso Coffee
- Food Hygiene Course
- Use Hygienic Practices for Food Safety
- Responsible Service of Alcohol
- FSS Food Safety Supervisor Course

Year 10 Elective Subjects continued...

Technologies - Digital Technologies

Subject	Description
Computer Programming (TICP)	<p>In this elective, you will use modern programming environments including, Python, Small Basic, and App Inventor to design and build applications for specific purposes. You will learn how to solve problems using computational thinking skills, and explore the role of programmers in our society.</p> <p>Assessment tasks: Portfolio, research task, examination.</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Computing, Informatics and Software Development, VET Creative and Digital Media.</p>
Information Technology (TICT)	<p>In this elective, you will focus on acquiring a greater understanding of how computer software, hardware and networks work. You will use a range of software including MS Office, Flash, MS Expression Web, HTML, and learn to code using the Python and Visual Basic Net programming languages. The emphasis is also on working in collaborative teams to analyse, design, develop and evaluate digital solutions.</p> <p>Assessment tasks: Portfolio, research task, examination.</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Computing, Informatics and Software Development, VET Creative and Digital Media.</p>

Technologies - Design and Technology

Subject	Description
Computer Aided Design & Manufacturing (TMCA)	<p>In this elective, you investigate and follow the design process in response to a specific design problem. You use research and communication skills to respond to the needs of a design brief and generate a variety of design options using both manual and computer-aided drawing skills. You gain an understanding of the design and manufacturing process as well as how to use the digital modelling environment to apply materials, refine design options, test the tolerance of parts, the impact of forces, and produce photo-realistic renderings and a 3D printer model of a product. You also investigate the influence of CAD / CAM and design and technology on both historical and contemporary society as well as a range of materials, their functional properties and uses.</p> <p>Assessment tasks Design folio including a finished digital product, 3D printer model, tests, practical projects, written report / presentation(s).</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Technology: Product Design & Technology, VET Building & Construction.</p>

Year 10 Elective Subjects continued...

Technologies - Design and Technology

Occupational Health and Safety Notice

Students and Parents need to be aware that there is an important OHS aspect regarding the protective equipment worn in practical Technology classes. This subject requires students to observe strict OHS controls which may include the tying back of hair and the wearing of eye protection, hearing protection, dust / particle masks and solid, black, fully enclosed, safe, leather school shoes.

Subject	Description
Product Design (TMPD)	<p>In this elective, you investigate and follow the design process in response to a specific design problem. You use research and communication skills to respond to the needs of a design brief and generate a variety of design options using freehand and technical drawing skills. You will learn about a variety of manufacturing processes and techniques and develop the ability to safely use a limited range of tools and portable and fixed machinery. To broaden your knowledge and understanding of design, you also investigate the influence of product design and technology on both historical and contemporary society as well as the properties materials, their functional properties and uses.</p> <p>Assessment tasks Design folio including a finished product, practical projects, tests, written report / presentation(s).</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Technology: Product Design & Technology, VET Building & Construction.</p>

Technologies - Design and Technology

Occupational Health and Safety Notice

Students and Parents need to be aware that there is an important OHS aspect regarding the protective equipment worn in practical Technology classes. These subjects require students to observe strict OHS controls which may include the tying back of hair and the wearing of aprons and solid, black, fully enclosed, safe, leather school shoes.

Subject	Description
Fashion & Design (TMFA)	<p>In this elective, you work through the design process to develop an understanding of the design process. You will explore a variety of investigation techniques and discover how to apply this information to the design process and how to implement ideas from research into your own designs. You develop fashion drawing, illustration skills and presentation techniques used to visually communicate ideas through the creation of a portfolio. You learn how to develop a range of production and construction skills including creative techniques relating to fabric embellishment as you apply design ideas to the production of a garment or product. You learn how to evaluate your work to establish the importance of reflecting and striving to achieve improvements in the products you create.</p> <p>Assessment tasks Design folio including a finished product, practical projects, tests, written report / presentation(s).</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Technology: Product Design & Technology, VET Applied Fashion Design and Technology.</p>

Year 10 Elective Subjects continued...

Technologies - Design and Technology

Occupational Health and Safety Notice

Students and Parents need to be aware that there is an important OHS aspect regarding the protective equipment worn in practical Technology classes. This subject requires students to observe strict OHS controls which may include the tying back of hair and the wearing of eye protection, hearing protection, dust / particle masks and solid, black, fully enclosed, safe, leather school shoes.

Subject	Description
Systems Engineering - Electro-technology & Mechanical Design (TMEM)	<p>In this elective, you investigate and follow the design process in response to a specific design problem. You use research and communication skills to respond to a set of design specifications and generate a variety of design options using freehand and technical drawing skills. You will learn about a variety of manufacturing processes and techniques and develop the ability to safely use a limited range of tools and portable and fixed machinery. To broaden your knowledge and understanding of design, you also investigate the influence of mechanical components, electrical systems and technology on both historical and contemporary society as well as the properties materials, their functional properties and uses.</p> <p>Assessment tasks Design folio including a finished electro-mechanical product, practical projects, tests, written report / presentation(s).</p> <p>Pathways beyond Year 10 include but are not limited to: VCE Technology: Systems Engineering, VCE Technology: Product Design & Technology.</p>

Year 11 and 12 Program Options at Mill Park Secondary College

Senior School Certificates

There are two senior secondary programs offered to students:

1. The Victorian Certificate of Education (VCE)
2. The Victorian Certificate of Applied Learning (VCAL)

Most students at Mill Park Secondary College undertake the VCE. Parents and students should be aware that there are limited places available for the VCAL program.

Vocational Education and Training (VET) subjects can be undertaken as part of a student's VCE program, and are a compulsory element of the VCAL program.

Choosing a Suitable Program

When choosing a program, it is important to:

- Consider what you want to do after completing Year 12. If you would like to attend University or TAFE, a VCE program will be your best choice. If you want to go straight into the workforce or undertake an apprenticeship, a VCAL program may be more suited to your pathway needs;
- Identify your interests and strengths and link these with appropriate study/work/career choices;
- Read the information on Pathways Suggestions to get ideas about how to select a VCE program that leaves your options open for University or TAFE;
- Seek help from the Careers team regarding pre-requisite subjects you may need for University courses that interest you;
- When making choices about your program for 2019, you should seek advice and information from the Careers team, as well as your Pastoral teacher, classroom teachers, Program and Learning Outcomes Coordinator, Year Level Coordinators, and members of your family. This will help you to identify if this program suits your learning needs and future pathways, particularly if you are interested in a vocational pathway or a pathway into the workforce.

Year 11 and 12 VCE Curriculum

All VCE students must undertake a compulsory English subject from the English group of subjects in Units 1 & 2 and 3 & 4.

All VCE students in Year 11 at Mill Park Secondary College must undertake six VCE subjects. In Year 12, all students must undertake five VCE subjects regardless of how many Unit 3 & 4 sequences they have already completed.

When selecting subjects, students should consult a range of sources of information (see Choosing a Suitable Program on page 27 of this Handbook).

Year 11 VCE Program:

		SUBJECT 1	SUBJECT 2	SUBJECT 3	SUBJECT 4	SUBJECT 5	SUBJECT 6
Year 11	Semester 1	English Requirement	Free Choice				
	Semester 2	English Requirement	Free Choice				

Year 12 VCE Program:

		SUBJECT 1	SUBJECT 2	SUBJECT 3	SUBJECT 4	SUBJECT 5	SUBJECT 6
Year 12	Semester 1	English Requirement	Free Choice	Free Choice	Free Choice	Free Choice	Study Centre
	Semester 2	English Requirement	Free Choice	Free Choice	Free Choice	Free Choice	Study Centre

Year 11 and 12 VCAL Curriculum

VCAL students in Year 11 and 12 at Mill Park Secondary College must undertake a Literacy and Numeracy strand, in addition to Personal Development Skills, Work-related Skills, and a VET subject related to their vocational/career interest.

Year 11 and 12 VCAL Program:

		SUBJECT 1	SUBJECT 2	SUBJECT 3	SUBJECT 4	SUBJECT 5
Year 11	VCAL Literacy	Foundation Maths	Work-related Skills with a Work Placement	Personal Development Skills	VET Subject	
Year 12	VCAL Literacy	Work-related Skills with a Work Placement		Personal Development Skills	VET Subject	

Senior School Certificates

Victorian Certificate of Education

The Victorian Certificate of Education (VCE) is awarded to students who successfully complete their secondary education. It is recognised internationally, and provides pathways to employment as well as to further study at University or TAFE (Technical and Further Education). The VCE is usually completed in Years 11 and 12, but can be started in Year 10. Within the VCE, students can undertake Vocational Education and Training (VCE VET).

To be awarded the VCE students must successfully complete a minimum 16 units over two years. Each study is broken into two semester-long units. Units 1 and 2 are normally undertaken in Year 11, whilst Units 3 and 4 are normally undertaken in Year 12. Units 3 and 4 must be taken in sequence. The 16 units must include at least three units from the English Group, two of which must be a Unit 3–4 sequence, and an additional three Unit 3–4 sequences of studies other than English, which may include any number of English sequences once the English requirement has been met.

Outcomes

Each unit has a set of requirements, referred to as outcomes, that are clearly set out in a subjects Study Design. All students are required to reach a satisfactory standard (S) for all outcomes. The Study Designs for all subjects can be viewed on the VCAA website.

School Assessed Coursework (SAC) is used to determine the coursework grade for a unit. Teachers use SACs to assess whether students have reached a satisfactory standard for the associated outcomes. All SACs are compulsory.

School Assessed Tasks (SATs) are part of the assessment program for Unit 3 and 4 Technology and Arts subjects. These tasks are set over an extended period to assess a student's level of achievement. Students must attempt all parts of each SAT.

VCE Vocational Education and Training (VET) Subjects

Students in Years 10, 11 and 12 may choose to complete a Vocational Education and Training (VET) subject as part of their VCE. This means that students undertake training in a specific vocational area, for instance Hospitality. As part of this training, students would complete a work placement that provides them with an opportunity to put their knowledge and skills into practice. This training will contribute towards a satisfactory completion of the VCE, credit towards their ATAR and a nationally recognised vocational qualification. The vocational qualification will provide access to further training and may improve the chances of getting work when students leave school.

In School Delivery

Mill Park Secondary College has the staff expertise and equipment to deliver a number of VET subjects. The College is accredited by a Registered Training Organisation, to deliver the VET subjects. Some of these subjects may run on a Wednesday afternoon and include students from other schools in our VET cluster.

The college will offer the following VET subjects in 2019:

- Applied Fashion, Design & Technology
- Building & Construction
- Business
- Dance
- Hospitality
- Laboratory Skills
- Creative and Digital Media
- Music Industry
- Sport & Recreation
- Community Services

Continued...

These programs are in the form of two full-year units. As with all VCE programs, these units need to be selected by sufficient students to make a class if they are to run. Many of these programs are available externally if there are not sufficient enrolments to run classes at the College.

External Delivery

The College has entered into a cooperative arrangement with surrounding Secondary Colleges and TAFE providers for the delivery of some VCE/VET programs through the Northern Melbourne VET Cluster. This occurs when this College does not possess the staff or equipment needed to deliver the program. In this type of program, students study for four days per week at MPSC, completing their VCE units and one day per week at the designated TAFE campus or other Secondary Colleges, completing their VET modules. Students are enrolled at both MPSC and the TAFE institution. External VET programs that are available for MPSC students will be published during the subject selection period. Examples of programs that may be available externally:

- Automotive
- Beauty
- Electrotechnology
- Engineering
- Furnishing
- Hairdressing

Students who choose an externally delivered VET program as part of their VCE or VCAL must:

1. Collect an application form from the VET coordinator at MPSC (available during the subject selection period)
2. Return the completed form with their Subject Selection Form.

Students should note that there is no guarantee of acceptance into an externally delivered program and places may not be allocated until late November. For this reason it is important that back-up subjects are carefully chosen and clearly written on the Subject Selection Form.

Completing a Language Other Than English subject through Victorian School of Languages

Some students may wish to study a Language Other Than English subject through the Victorian School of Languages. Students will need to seek approval from the school before they apply and complete and submit the VSL application form to the school before the beginning of the academic year. Students who study a VSL Language outside of school hours are still required to complete a full complement of year 11 and 12 subjects at school.

General VCE Information

Study Scores

The study score is a score (maximum of 50) which shows how a student has performed in Units 3 and 4 of a VCE or scored VET study, relative to other students doing the same study in Victoria. It is calculated using the scores achieved in each of the graded assessments for that study, combined with an external examination grade.

Exams

The College's policy is that all students who are enrolled in the VCE will present for, and attempt, all exams for subjects they are enrolled in. School uniform must be worn during the exam period.

There is an examination period at the end of Unit 2 and Unit 4.

Australian Tertiary Admission Rank (ATAR)

Once the VCE has been successfully completed, an Australian Tertiary Admission Rank (ATAR) will be calculated from the student's study scores. This overall ranking is on a scale of from zero to 99.95. For an ATAR to be calculated, both Units 3 and 4 of an English subject must be satisfactorily completed. A study score for a particular study will only be calculated when both Units 3 and 4 have been satisfactorily completed for that study.

The four best Units 3 and 4 results (one which must be an English subject) are used as the basis of the ATAR; a bonus of 10% is given for each of the fifth or sixth Unit 3 and 4 sequences or up to a mark of 5.0 for a University Extension Unit.

The ATAR score is used by Universities and TAFE institutions to select students for courses.

General Achievement Test (GAT)

The GAT is a test of general knowledge and skills in written communication, mathematics, science and technology, humanities, the arts and social sciences. All students doing a VCE Unit 3/4 sequence will sit for the GAT in June. The student's and school's results from this test will be compared with the SAC and SAT results. The correlation between these results will determine whether or not the SATs will be externally assessed and may also be used to aid statistical moderation of all SAC results. In cases where a student has applied for special consideration in an external examination, and a derived score needs to be calculated, the GAT results will be used. A student's GAT results will be included on the final report issued by the Victorian Curriculum Assessment Authority (VCAA).

All students are required to remain in the examination room for the duration of the GAT.

Victorian Certificate of Applied Learning (VCAL)

The VCAL (Victorian Certificate of Applied Learning) is a combination of hands on learning and traditional subject areas that are delivered in combination with a work based and vocational approach for Year 11 and 12 students.

A VCAL handbook can be requested through the College Administration Office should you consider this option within your pathway.

The program can be commenced in Year 11 or 12 and students can start a School Based Apprenticeship or Traineeship (SBAT) part - time while at school while participating in VCAL. Speak with the Careers Team if you would like more information.

Students who complete the VCAL can choose several career options, including: transferring to the VCE; commencing TAFE; completing an apprenticeship or traineeship; and starting a job once school has finished.

The VCAL program's flexibility enables a student to undertake a study/work program that suits their interests and learning needs. It must include fully accredited modules and units selected across five strands:

- Literacy Skills
- Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills

Students who successfully complete VCAL receive an Intermediate certificate at Year 11 and a Senior certificate at Year 12.

Students who wish to enter VCAL program must complete a VCAL application (available with Subject Selection forms). Applicants for the VCAL program will be interviewed by a selection panel to determine suitability for the program.

Students who undertake the VCAL program are still supported by their Year Level Coordination team and participate in regular school activities such as the Pastoral Program and other wellbeing initiatives.

VCAL is a competency based course where students are assessed on their ability to meet competencies rather than traditional achievement based assessment on an A - E scale. Students are given assessment tasks that demonstrate competencies in literacy, numeracy, teamwork, communication, self management, technology, personal development and other work related skills.

To be awarded a VCAL Senior Certificate students must successfully complete a learning program of at least 10 credits over two years. The credits must be drawn from all five of the VCAL strands, and the subjects studied to achieve these could be VCAL subjects, VCE subjects or VET subjects.

VCAL Strand	Subjects studied to gain credits
Literacy Skills	Students study VCAL Literacy
Numeracy Skills	Students study Foundation Maths
Industry Specific Skills	Students study a VET subject in their chosen field
Work Related Skills	VCAL Work Related Skills and Structured Work Placement
Personal Development Skills	VCAL Personal Development Skills

Structured Workplace Learning – VCE/VET and VCAL

Students are required to undertake an industry based work placement for a minimum of 80 hours per year. Some VET courses that are completed within VCAL require students to complete further hours to achieve competency within the vocational course being undertaken.

**Students organise their own work placement with an appropriate employer, similar to work experience undertaken in Year 10. The Structured Workplace Learning Program is implemented and supported by the College Careers Counselling team.*

Special Programs VCE Bacalaureate

The VCE Bacalaureate is an additional form of recognition which students may earn while studying the VCE. It provides an additional form of recognition for students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study. It is not an alternative senior qualification to the VCE.

To qualify for the VCE Bacalaureate, students will need to successfully complete each of the following:

- A Units 3 and 4 sequence in either Mathematical Methods (CAS) or Specialist Mathematics.
- A Units 3 and 4 sequence in a VCE Language (e.g. Italian).
- A Units 3 and 4 sequence in English or Literature or English Language with a study score of 30 or above; or a Units 3 and 4 sequence in EAL with a Study Score of 33 or above.
- At least two other Units 3 and 4 sequences.

Therefore students intending to gain recognition for the VCE Bacalaureate will need to carefully select their Year 11 and 12 program to fit the above criteria; however they will not know if they have achieved the recognition until final moderated student results are released.

The student's Statement of Results will include an additional statement that recognises the award of the VCE (Bacalaureate).

What will I get as a result of completing the VCE Bacalaureate?

The student's Statement of Results will include an additional statement that recognises the award of the VCE (Bacalaureate).

Will it affect my ATAR?

No. VTAC has advised that the calculation of the ATAR will continue to be determined under the current process, that is via study scores, and that the additional recognition in the form of the VCE (Bacalaureate) will not affect this process.

Will it help me get into University?

Possibly. Tertiary institutions have indicated that they strongly support initiatives that encourage students to study a higher level mathematics and a language in the final years of schooling. Some tertiary institutions may use the VCE Bacalaureate as part of their selection processes, however tertiary selection practices vary across institutions. Further information should be sought from particular tertiary providers.

Please note: The VCE Bacalaureate is not the same as the International Bacalaureate. The International Bacalaureate is a separate senior certificate not offered at MPSC.

University Extension and Advanced Standing subjects

Students in Year 12 are eligible to complete a University Extension or Advanced Standing subject as part of their Year 12 course. University Extension and Advanced Standing subjects are offered by Universities to students studying Year 12. Students get credit towards a degree, earn an ATAR contribution, and experience University life.

These subjects are an excellent option for students who have completed one or more Year 12 subjects in Year 11.

University Extension subjects are first year University subjects, designed to extend students from a Unit 3 and 4 subject in the VCE. In most cases students will have already completed the preparatory study in Year 11, prior to commencing their Year 12. In some cases, students are eligible to complete the linked VCE study concurrently with the University Extension Study. Students completing Extension subjects are normally required to have achieved a study score of 40 or more in the preparatory study.

Advanced Standing University subjects are first year University subjects offered to Year 12 students. Advanced Standing subjects are available in curriculum areas not offered by the VCE, and usually have no prerequisite studies.

These courses provide high achieving students with an extra challenge in their final year of schooling, but also offer a range of other potential benefits including academic credit at the attached institution and the ability to study a broader range of subject areas than is offered by the VCE.

Selection into University Extension and Advanced Standing subjects is very competitive, and requires students to have an excellent academic record, and usually require a recommendation from the school. Students completing these studies need to have excellent organisational skills, as well as the ability to independently and safely travel – as most of the courses are offered on campus at the Universities. Most of the subjects offered in these programs run on a single afternoon of the week, to not interfere with student’s regular VCE studies.

The two main providers of University Extension and Advanced Standing subjects for MPSC students are LaTrobe University (VCE Plus, <http://www.latrobe.edu.au/study/vce-plus>) and University of Melbourne (University of Melbourne Extension Program, <https://futurestudents.unimelb.edu.au/info/school-students/extension-program>).

Both Universities usually release their subject offerings and application forms in July or August of each year. Students interested in applying should discuss this option with the careers team at MPSC before applying.*

* The College may not approve students applying for all subjects, if travel arrangements and time off campus is deemed excessive, and may prevent the student from successfully completing their VCE.

Year 11 and 12 SEAL Students

SEAL students have a great deal of flexibility in their course, however they should plan their Year 11 and 12 program very carefully to ensure they gain the maximum benefit, whilst still following the College’s expectations.

SEAL students can enrol in a maximum of two Units 3 and 4 subjects whilst in Year 11, depending on how many Units 1 and 2 subjects they have completed.

The basic structure of the SEAL Program at Year 11 and 12 looks like this

Year 11	Unit 3 and 4 subject	Unit 3 and 4 subject	Unit 1 and 2 subject	Unit 1 and 2 subject	Unit 1 and 2 subject	Unit 1 and 2 subject
Year 12	Unit 3 and 4 subject or University Extension subject					

All SEAL students need to complete six subjects in Year 11 and five in Year 12.

English requirement

SEAL students will completed Accelerated English at Year 10; designed to preview and prepare students for any of the three VCE subjects that they can select at Year 11: English, Literature or English Language. The Year 10 Accelerated English subject will enable SEAL students to select the most suitable VCE English subject(s) to suit their selected pathway. Special allowance may be given for a SEAL student to begin a VCE English subject in Year 10, however this is dependent on consultation and agreement from the Curriculum Coordinator.

English Pathway suggestions for SEAL students

	English Pathway	Literature Pathway	English Language Pathway
Year 10	Accelerated English	Accelerated English	Accelerated English
Year 11	Unit 1 and 2 English	Unit 1 and 2 Literature and/or Unit 1 and 2 English or English Language	Unit 1 and 2 English Language and/or Unit 1 and 2 English or Literature
Year 12	Unit 3 and 4 English	Unit 3 and 4 Literature and/or Unit 3 and 4 English or English Language	Unit 3 and 4 English Language and/or Unit 3 and 4 English or Literature

The SEAL Program at the Senior Campus is designed to allow SEAL students to complete more subjects than they need to complete their VCE. All students at Mill Park Secondary College are required to complete six subjects in Year 11 and five subjects in Year 12, regardless of how many subjects they have completed prior to that year. Many SEAL students should consider applying for a University Extension subject in their final year. This is an excellent option for SEAL students who have already completed two or three subjects upon entering Year 12.

Senior Certificates Offered in 2019

VCE/VCAL Units Offered in 2019 Index

Faculty Area	Subject	Page No.	Unit 1 & Unit 2 Subject Codes	Unit 3 & 4 Subject Codes
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	Drama	38	DR011 / DR012	DR033 / DR034
	Theatre Studies	39	TS011 / TS022	TS033 / TS034
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	Product Design & Technology - Textiles	70	DT11T / DT22T	DT33T / DT34T
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Subject	Page No.	Unit 1	Unit 2	Unit 3	Unit 4	
VCE/VET PROGRAMS OFFERED IN 2019	Applied Fashion, Design & Technology	72	VFS1	VFS2	VFS3	VFS4
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	Dance	74	VDA1	VDA2	VDA3	VDA4
	Hospitality	75	VHA1	VHA2	VHA3	VHA4
	Laboratory Skills	76	VLS1	VLS2	VLS3	VLS4
	Creative and Digital Media	76	VCDM1	VCDM2	VCDM3	VCDM4
	Music Industry	77	VMI1	VMI2	VMI3	VMI4
	Sport & Recreation	77	VSR1	VSR2	VSR3	VSR4
	Community Services	78	VCS1	VCS2	VCS3	VCS4

VCE Subjects

Arts - Performing

Subject	Description								
Dance (DA011 / DA022)	<p>Unit 1 In Unit 1, students will explore the potential of the body as an instrument of expression. They will learn about and develop technical and physical skills through systematic training. Knowledge of care and maintenance of a dancers health and wellbeing, is applied through the use of safe dance practices. They will also study choreographic processes and the influence of time, places, cultures and traditions on choreographic intent. Students develop solo/duo works using the choreographic process and perform group works with unified compositions.</p> <p>Unit 2 In Unit 2, students will focus on expanding personal movement vocabulary and choreographic skills through the exploration of the elements of movement; time, space (including shape), energy and form. They will be introduced to pre-1930 dance traditions and styles and describe the movement vocabulary and choreographers intentions.</p> <p>Assessment Tasks Written reports, solo and group dance performances, structured improvisations and oral presentations.</p>								
Dance (DA033 / DA034)	<p>Unit 3 In Unit 3 students will focus on choreography, rehearsal and performance of a solo dance work. It involves the physical execution of a diverse range of body actions and use of technical and performance skills. You will also learn a group dance work created by another choreographer. They will develop an understanding of choreographic skills through analysis of twentieth and/or twenty-first century solo dance works.</p> <p>Assessment Tasks School-Assessed Coursework includes written reports, solo and group performances and oral presentations.</p> <p>Unit 4 In Unit 4, students will focus on choreography, rehearsal and performance of a unified solo dance work that has a beginning, development/s and resolution. They will document and analyse the dance-making and performance processes involved in the choreography, rehearsal and performance of the unified solo dance work. Students will also develop and understanding of choreographic skills through analysis of twentieth and or twenty-first century group dance works.</p> <p>Assessment Tasks School-Assessed Coursework includes written reports, solo performances, structured improvisations and oral presentations.</p> <p>Study Score calculation</p> <table border="0"> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Performance Examination</td> <td>Theory Examination</td> </tr> <tr> <td>15%</td> <td>10%</td> <td>50%</td> <td>25%</td> </tr> </table>	Unit 3	Unit 4	Performance Examination	Theory Examination	15%	10%	50%	25%
Unit 3	Unit 4	Performance Examination	Theory Examination						
15%	10%	50%	25%						

VCE Subjects continued...

Arts - Performing continued...

Subject	Description								
Drama (DR011 / DR012)	<p>Unit 1 In Unit 1, students focus on creating, presenting and analysing an ensemble performance based on personal, cultural and community experiences and stories. They will develop an awareness of character creation through the manipulation of expressive skills. Both naturalistic and non-naturalistic performance styles are studied. Students will explore a range of stimulus materials used to create character, such as artworks, songs, poetry, own stories, etc. They will also view a professional performance for discussion and analysis.</p> <p>Unit 2 In Unit 2, students will focus on the processes involved in constructing a solo performance based on contemporary or historical Australian contexts. They will use a range of stimulus material, theatrical conventions, dramatic elements and expressive skills to create stories and characters in a non-naturalistic performance style. Students will also analyse and evaluate both your own work and the performance of professionals.</p> <p>Assessment Tasks: Solo performances, Group performances, Written tasks</p>								
Drama (DR033 / DR034)	<p>Unit 3 In Unit 3, students will focus on non-naturalistic drama from a range of contemporary and cultural performance traditions. They will work with a range of performance styles, stimulus materials and theatrical conventions to collaboratively develop a group-devised performance. Students will also learn how to manipulate the dramatic elements and expressive skills to effectively create character. A professional performance will be viewed.</p> <p>Assessment Tasks: Group-devised ensemble performance, Analysis of ensemble, Written analysis of professional play</p> <p>Unit 4 In Unit 4, students will focus on the use of stimulus material and resources from a variety of sources to develop and present character/s in a solo performance. They will work at developing a short solo performance to increase their practical skills of researching, creating and refining. Students will then select a solo structure from a prescribed list, for which you will devise, rehearse, perform and analyse an extended solo performance.</p> <p>Assessment Tasks: Mini-solo performance, Solo performance based on prescribed structure, Written analysis tasks</p> <p>Study Score calculation</p> <table border="0"> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Performance Examination</td> <td>Theory Examination</td> </tr> <tr> <td>30%</td> <td>10%</td> <td>35%</td> <td>25%</td> </tr> </table>	Unit 3	Unit 4	Performance Examination	Theory Examination	30%	10%	35%	25%
Unit 3	Unit 4	Performance Examination	Theory Examination						
30%	10%	35%	25%						

VCE Subjects continued...

Arts - Performing continued...

Subject	Description						
Theatre Studies (TS011 / TS022)	<p>Unit 1 In Unit 1, students will study and interpret written scripts from the pre-modern era, applying both acting and other stagecraft to works written prior to the 1880s. They will develop knowledge of theatrical styles, as well as the work undertaken in the production of a script, including set design, lighting design, costume and sound. Students will also develop and refine both acting and stagecraft skills as they work towards presenting a performance to an audience.</p> <p>Unit 2 In Unit 2, students will study and interpret written scripts from the modern era, applying acting and stagecraft roles to works written after 1880. They will study theatrical styles, such as Naturalism, Expressionism and Absurdism, and looking at the way these performance styles have influenced the styles of today. Students will develop and refine both your acting and stagecraft skills as they interpret scripts for performance.</p> <p>Assessment Tasks: Performances of scripts to an audience, developing both acting and stagecraft roles, Written analysis tasks</p>						
Theatre Studies (TS033 / TS034)	<p>Unit 3 In Unit 3, students will focus on the development and performance of an interpretation of a script through four stages. Throughout the stages of production planning, development, season and production evaluation, they will work in two areas of stagecraft to imaginatively and collaboratively interpret the play. They will analyse the influence of stagecraft on the shaping of a play, both in their own work and that of professionals.</p> <p>Assessment Tasks: Development of a play for performance to an audience, Set, costume, lighting, etc design and construction, Written analysis tasks.</p> <p>Unit 4 In Unit 4, students will study a scene and associated monologue from a prescribed monologue list. They will develop a theatrical brief on the scene and an interpretation of the monologue for performance. Students will also attend a professional performance for analysis and evaluation.</p> <p>Assessment Tasks: Monologue for performance, Scene brief, Written analysis tasks</p> <p>Study Score calculation</p> <table border="0"> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Examination</td> </tr> <tr> <td>20%</td> <td>45%</td> <td>35%</td> </tr> </table>	Unit 3	Unit 4	Examination	20%	45%	35%
Unit 3	Unit 4	Examination					
20%	45%	35%					

VCE Subjects continued...

Arts - Performing continued...

Subject	Description								
Music Performance (MC011 / MC012)	<p>Unit 1 In Unit 1, students prepare performances in a variety of contexts by selecting, researching and learning solo and group works. Students will also select and create exercises and practise material to consolidate and refine their command of instrumental and presentation techniques. Students learn aural and written theory including the sound and structure of rhythmic patterns, intervals, chords, scales, melody and the principles of diatonic harmony. Students will focus on developing understanding of music language used for analysis, interpretation and critical listening.</p> <p>Unit 2 In Unit 2, students further develop performance, musicianship and instrumental techniques to present musically engaging Group and Solo performances and take opportunities to perform in familiar and unfamiliar settings. They study the work of other performers and refine selected strategies to optimise their own approach to performance. Students focus on creating original work as a composition or an improvisation informed by analysis of a work/s being prepared for performance. They continue their study of the analysis, structure and sound of intervals, scales and key signatures, chords, diatonic harmony, rhythm, melody and pre-recorded works.</p> <p>Assessment: Group and Solo instrumental recital/performance(s). Preparing for Performance Technical Works SAC. Theory, Aural & Analysis Tasks and Exam. Composition/Improvisation Folio.</p>								
Music Performance (MC033 / MC034)	<p>Unit 3 In Unit 3, students focus on building and refining performance and musicianship skills in both group and solo contexts and begin preparation of the end-of-year performance examination. Students take opportunities to perform in familiar and unfamiliar settings. Students study the work of other performers and refine selected strategies to optimise their own performance. Students identify technical, expressive and stylistic challenges relevant to their works and create strategies to meet these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge during written, aural and performance tasks.</p> <p>Unit 4 In Unit 4, students will build upon their performance skills in preparation for their externally assessed VCAA Group or Solo performance exam. The theoretical concepts developed throughout Units 1-4 culminate in preparation for student's Theory, Aural and Analysis examination. Students will continue to develop and study a program of technical works & exercises designed to meet the challenges of their performance program demonstrating a variety of instrumental techniques. In both Units 3&4, students must select their musical repertoire from the annually published VCCA repertoire lists.</p> <p>Assessment: Group and Solo instrumental recital/performance(s). Preparing for Performance Technical Works SAC and Theory, Aural and Analysis SAC and Exam.</p> <p>Study Score calculation</p> <table border="1"> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Aural & Written Exam</td> <td>Performance</td> </tr> <tr> <td>20%</td> <td>10%</td> <td>20%</td> <td>50%</td> </tr> </table>	Unit 3	Unit 4	Aural & Written Exam	Performance	20%	10%	20%	50%
Unit 3	Unit 4	Aural & Written Exam	Performance						
20%	10%	20%	50%						

VCE Subjects continued...

Arts - Performing continued...

Subject	Description						
Music Investigation (MC053 / MC054)	<p>Unit 3 In this unit, students select an instrumental discipline within a Solo or Group context. They design and conduct an investigation into performance practices that are characteristic of a music style, tradition or genre. Students explore their selected Investigation Topic and its practices through critical listening & analysis of live and recorded performances; consideration of technical & contextual issues; composition, improvisation or arrangement and; own performance. Students study print music to further develop their theoretical knowledge and understanding of techniques and expressive outcomes of their Investigation Topic.</p> <p>Assessment Tasks: Investigation Focus Multimedia research report; Performance of Technical Exercises relating to Performance program; Investigation Focus Performance & Presentation; Analytical Responses.</p> <p>Unit 4 In Unit 4, students will continue to explore the Investigation Focus of research from Unit 3. Student's research will culminate into the preparation of program notes to accompany the externally assessed end of year VCAA Performance Exam. They will also extend and develop compositions, arrangements and improvisations relating to the Focus Areas completed in Unit 3 and rehearse and perform works for inclusion in their end-of-year performance program.</p> <p>Assessment Tasks: Investigation Focus Multimedia research report; Performance of Technical Exercises relating to Performance program; Investigation Focus Performance & Presentation; Composition Folio and Performance.</p> <p>Study Score calculation</p> <table border="1"> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Performance Examination</td> </tr> <tr> <td>30%</td> <td>20%</td> <td>50%</td> </tr> </table>	Unit 3	Unit 4	Performance Examination	30%	20%	50%
Unit 3	Unit 4	Performance Examination					
30%	20%	50%					
Entry	<p>There are no pre-requisites for entry to Music Performance and Music Investigation, however VCCA advises that;</p> <p>"Music Performance Units 1–4 and Music Investigation Units 3–4, are designed to a standard equivalent to the final two years of secondary education. At least four to five years' experience in learning an instrument/s is recommended before commencing VCE Music Performance and Music Investigation."</p> <p>MPSC music staff strongly recommend that students who select Music Performance and/or Music Investigation are attending weekly Instrumental Music lessons either privately or through the College.</p>						

VCE Subjects continued...

Arts - Visual

Subject	Description						
Media Studies (ME011 / ME012)	<p>Unit 1 Students develop an understanding of audiences and the construction of representations. They explore media codes and conventions and the construction of meaning in media products. Students study features of Australian fictional and non-fictional narratives. They develop and produce representations to demonstrate how they communicate meaning.</p> <p>Assessment Tasks: Representation Analysis SAC, Representation Practical Task, Australian Media Analysis SAC.</p> <p>Unit 2 Students analyse the influence of developments in media technologies on individuals and society, the effects of media convergence and hybridisation on the production and distribution of narratives in the media. Students undertake production activities to design and create narratives that demonstrate an awareness of media codes and conventions.</p> <p>Assessment Tasks: Media Form Written SAC, Practical Media Exercises, New Media Technology Written SAC.</p>						
Media Studies (ME033 / ME034)	<p>Unit 3 Students consider the use of media codes and conventions to structure meaning, and how this is influenced by the social, cultural, ideological and institutional contexts. Students investigate a media form and experiment with media technologies to develop their skills. Students develop written and visual documentation to support the creation of a media product in Unit 4.</p> <p>Assessment Tasks: Narrative Written SAC, Production Development Exercises, Production Design Plan.</p> <p>Unit 4 Students focus on the production and post-production, bringing the media production design created in Unit 3 to its realisation. Students explore the relationship between the media and audiences. They explore the capacity of the media to be used by governments, institutions, and analyse the role of the Australian government in regulating the media.</p> <p>Assessment Tasks: Development and Completion of Media Product, Agency and Control of Media Written SAC.</p> <p>Study Score calculation</p> <table border="1"> <tr> <td>Unit 3/4</td> <td>Unit 3/4 SAT</td> <td>Examination</td> </tr> <tr> <td>20%</td> <td>40%</td> <td>40%</td> </tr> </table>	Unit 3/4	Unit 3/4 SAT	Examination	20%	40%	40%
Unit 3/4	Unit 3/4 SAT	Examination					
20%	40%	40%					

VCE Subjects continued...

Arts - Visual continued...

Subject	Description								
Studio Arts (SA011/ SA022)	<p>Unit 1 In Unit 1, students will develop ideas for artworks and use various methods to record visual concepts. They will learn to explore different ideas based on experiences, issues, observations of people, societies, and their environments. Students will learn methods of recording their inspiration by documenting their examples, and different art styles. Students will develop ideas and work in the following art forms in painting, drawing and digital art.</p> <p>Unit 2 In Unit 2, students focus on establishing and using a design process to produce artworks. This includes the use of sources of inspiration, experimentation with materials and techniques, and the development of aesthetics and develop their ideas into the final artworks.</p> <p>Assessment Tasks: A folio of artwork, canvas painting, digital prints Written tasks: Analysing artists and their artworks.</p>								
Studio Arts (SA033/ SA034)	<p>Unit 3 In Unit 3, students will produce a visual diary that focuses on the use of the design process to develop their ideas.. They will also explore professional art practices in relation to particular art styles and develop a personal style in their artworks. They will investigate artists their use of materials, art practice, techniques and analyse the contemporary aesthetic qualities in their artwork.</p> <p>Unit 4 In Unit 4, students will focus on the production of a folio of finished artworks. In developing this folio, they will present visual and written documentation explaining how potential directions generated in Unit 3 will be used to produce a cohesive folio of finished artworks. Students will also learn and explore aspects of the artists' involvement in the current art industry focusing on the role and methods used by galleries.</p> <p>Assessment Tasks: The Design Process, Folio, Written Task: Art Industry Contexts</p> <p>Study Score calculation</p> <table border="1"> <tr> <td>Unit 3 SAC</td> <td>Unit 3/4 SAT</td> <td>Unit 4 SAC</td> <td>Examination</td> </tr> <tr> <td>5%</td> <td>60%</td> <td>5%</td> <td>30%</td> </tr> </table>	Unit 3 SAC	Unit 3/4 SAT	Unit 4 SAC	Examination	5%	60%	5%	30%
Unit 3 SAC	Unit 3/4 SAT	Unit 4 SAC	Examination						
5%	60%	5%	30%						

VCE Subjects continued...

Arts - Visual continued...

Subject	Description								
Visual Communication Design (VC011/ VC022)	<p>Unit 1 In Unit 1, students will develop design thinking and visualisation skills to communicate messages, ideas and concepts. This will include direct observational drawings and the use of drawing methods to represent three dimensional forms and rendering techniques. The use of digital methods will be explored through industry based programs. They will also study the design process in the production of visual communications used by designers.</p> <p>Assessment: Folio Visualisation Drawings, Creative finished manual and digital designs, Written task analysis based on the work of designers.</p> <p>Unit 2 In Unit 2, students will develop and refine practical skills including generating images and developing them through freehand and technical drawing conventions and the use of digital methods. This includes the understanding of typography and imagery and how the design process facilitates the exploration, of ideas are effectively communicated in Graphic, Industrial and Environmental - Architectural design.</p> <p>Assessment: Practical folio work, manual and digital, written analysis based on designs and designers in various Design fields: Communication Design, Industrial Design and Environmental Design.</p>								
	<p>Unit 3 In Unit 3, students will focus on an exploration of a range of existing visual communications in Environmental, Industrial and Communication Design fields. They will develop an understanding of the function of a design brief, design process and practices used in the design industry. Visual communications are created for different purposes, audiences and contexts using a range of manual and digital methods in two and three dimensional presentation drawings.</p> <p>Assessment: Practical and written tasks: Analysis and Practice in Context, Brief and generation of ideas in a selected design area and the practices of contemporary designers.</p> <p>Unit 4 In Unit 4, students will focus on the development and refinement design concepts and final presentations of visual communications to meet the requirements of the brief established in Unit 3. They will apply the design process and create concepts that attract the interest of the target audience and communicate messages, ideas and information to satisfy the design brief. They will also apply design thinking and learn about evaluating their refined concepts and devise a pitch to communicate their designs to an audience.</p> <p>Assessment: Folio- Development of Design Concepts, Final Presentations, Marketing Pitch: Evaluation and Explanation</p> <p>Study Score calculation</p> <table border="1"> <tr> <td>Unit 3 SAC</td> <td>Unit 3/4 SAT</td> <td>Unit 4 SAC</td> <td>Examination</td> </tr> <tr> <td>20%</td> <td>40%</td> <td>5%</td> <td>35%</td> </tr> </table>	Unit 3 SAC	Unit 3/4 SAT	Unit 4 SAC	Examination	20%	40%	5%	35%
Unit 3 SAC	Unit 3/4 SAT	Unit 4 SAC	Examination						
20%	40%	5%	35%						
Visual Communication Design (VC033/ VC034)	<p>Unit 3 In Unit 3, students will focus on an exploration of a range of existing visual communications in Environmental, Industrial and Communication Design fields. They will develop an understanding of the function of a design brief, design process and practices used in the design industry. Visual communications are created for different purposes, audiences and contexts using a range of manual and digital methods in two and three dimensional presentation drawings.</p> <p>Assessment: Practical and written tasks: Analysis and Practice in Context, Brief and generation of ideas in a selected design area and the practices of contemporary designers.</p> <p>Unit 4 In Unit 4, students will focus on the development and refinement design concepts and final presentations of visual communications to meet the requirements of the brief established in Unit 3. They will apply the design process and create concepts that attract the interest of the target audience and communicate messages, ideas and information to satisfy the design brief. They will also apply design thinking and learn about evaluating their refined concepts and devise a pitch to communicate their designs to an audience.</p> <p>Assessment: Folio- Development of Design Concepts, Final Presentations, Marketing Pitch: Evaluation and Explanation</p> <p>Study Score calculation</p> <table border="1"> <tr> <td>Unit 3 SAC</td> <td>Unit 3/4 SAT</td> <td>Unit 4 SAC</td> <td>Examination</td> </tr> <tr> <td>20%</td> <td>40%</td> <td>5%</td> <td>35%</td> </tr> </table>	Unit 3 SAC	Unit 3/4 SAT	Unit 4 SAC	Examination	20%	40%	5%	35%
Unit 3 SAC	Unit 3/4 SAT	Unit 4 SAC	Examination						
20%	40%	5%	35%						

VCE Subjects continued...

English

Subject	Description						
English & EAL (EN011 / EN012)	<p>Units 1 and 2 In Unit 1 and 2 students will read and analyse texts, producing analytical and creative responses to what they read. They will compare two texts, exploring how they deal with similar or related ideas, issues or themes. Students will also analyse the arguments in media texts and develop their own point of view in an oral presentation (Unit 1) and in writing (Unit 2).</p> <p>Assessment Tasks Text Response, Creative Response, Comparison of Texts, Analysis of Arguments, Oral Presentation</p>						
English & EAL (EN013 / EN014) (EN093 / EN094)	<p>Units 3 and 4 Students will read and analyse texts, producing analytical and creative responses to what they read. They will discuss important similarities and differences in two narratives, exploring how the texts deal with related ideas, issues or themes. Students will also analyse the arguments in media texts and develop their own point of view responses.</p> <p>Assessment Tasks Text Response, Creative Response, Comparison of Texts, Analysis of Arguments, Oral Presentation</p> <p>Study Score calculation</p> <table border="1"> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Examination</td> </tr> <tr> <td>25%</td> <td>25%</td> <td>50%</td> </tr> </table>	Unit 3	Unit 4	Examination	25%	25%	50%
Unit 3	Unit 4	Examination					
25%	25%	50%					
Bridging EAL (EB011 / EB012)	<p>Units 1 and 2 Bridging English as an Additional Language (EAL) focuses on language skills needed by students for whom English is an additional language. Typically, students in Bridging EAL have been in Australia for more than 7 years. Students in Bridging EAL will also be required to study Unit 1 & 2 English in the same year. This dual English pathway aims to strengthen students' language skills in readiness for Unit 3 & 4 English in Year 12.</p>						
English Language (EL011 / EL012)	<p>Units 1 and 2 This subject is concerned with analysing the structure of languages and how communication stems from building blocks like words, sentences and sounds. Unit 1 and 2 is focused on developing an understanding of the nature and functions of language, how language is acquired, and the elaborate system and set of rules that guide us in how we communicate. We examine and explore the factors that shape and change language, tracking the history of the language as well as its future.</p> <p>Assessment Tasks Oral and written presentations, Research assignments, Tests</p>						
English Language (EL013 / EL014)	<p>Units 3 and 4 In Unit 3 and 4, students will develop their understanding of sociolinguistics; the tie between language and culture. The sequence focuses on the way that language reflects society and our ideas, attitudes and prejudices. We will analyse the features and structures of written and spoken informal texts as well as formal texts, and deconstruct the varying functions of both. We will further delve into the way that language can be used to establish group membership and how this contributes to the development of identity.</p> <p>Assessment Tasks Analytical Commentaries, Short answer analysis, Essays, Oral reports</p> <p>Study Score calculation</p> <table border="1"> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Examination</td> </tr> <tr> <td>25%</td> <td>25%</td> <td>50%</td> </tr> </table>	Unit 3	Unit 4	Examination	25%	25%	50%
Unit 3	Unit 4	Examination					
25%	25%	50%					

VCE Subjects continued...

English continued...

Subject	Description						
Literature (LI011 / LI012)	<p>Units 1 and 2 The study of Literature includes the study of novels, short stories, poetry, plays and film. In this unit, students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. They engage in close reading of texts and create analytical responses that are evidence-based.</p> <p>Assessment Tasks Passage analysis, Comparative response, Review, Creative response, Analytical response</p>						
Literature (LI013 / LI014)	<p>Units 3 and 4 This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students will consider how the way a text is written affects meaning and generates different expectations in readers. The unit also looks at the ways texts represent views and values in society. In addition, students will examine different versions of a text, considering the style of the language and the point of view conveyed by re-created or adapted works.</p> <p>Assessment Tasks Creative Response with Oral component, Adaptations and Transformations essay, Close Analysis response and Literary Perspectives essay</p> <p>Study Score calculation</p> <table> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Examination</td> </tr> <tr> <td>25%</td> <td>25%</td> <td>50%</td> </tr> </table>	Unit 3	Unit 4	Examination	25%	25%	50%
Unit 3	Unit 4	Examination					
25%	25%	50%					

VCE Subjects continued...

Humanities

Subject	Description						
Accounting (AC011 / AC022)	<p>Units 1 and 2 In Unit 1, students explore the establishment of a business and the role of accounting in the determination of business success or failure. They consider the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information.</p> <p>In Unit 2, students explore the establishment of a business and the role of accounting in the determination of business success or failure. They consider the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information.</p> <p>Assessment Tasks Exercises (manual and computer-based); Assignments; Written Tests</p>						
Accounting (AC033 / AC034)	<p>Units 3 and 4 In Unit 3, students focus on financial accounting for a trading business owned by a sole proprietor, and highlights 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 and the perpetual method of inventory recording.</p> <p>In Unit 4 students focus on financial accounting for a trading business owned by a sole proprietor, and highlights 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 and the perpetual method of inventory recording.</p> <p>Assessment Tasks Exercises (manual and computer-based); Computer-based assignment; Written Tests</p> <p>Study Score calculation</p> <table> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Examination</td> </tr> <tr> <td>25%</td> <td>25%</td> <td>50%</td> </tr> </table>	Unit 3	Unit 4	Examination	25%	25%	50%
Unit 3	Unit 4	Examination					
25%	25%	50%					

Subject	Description						
Australian & Global Politics (PS041 / PS042)	<p>Units 1 and 2 In Unit 1, students consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media.</p> <p>Unit 2, introduces students to the global community and the global actors that are part of this community. Students explore the myriad ways lives have been affected by the increased interconnectedness of the world through the process of globalisation. Finally, students consider the extent to which global actors cooperate and share visions and goals as part of the global community.</p> <p>Assessment Tasks Research; Tests; Essays, Case studies; Short answer questions</p>						
Australian & Global Politics (PS033 / PS034)	<p>Units 3 and 4 In Unit 3, students investigate power in 21st century global politics, analysing key global actors and their aims, roles and power. Students will examine the concepts of national interest and power, and the way in which one Asia-Pacific state uses power within our region.</p> <p>In Unit 4, students will investigate challenges facing the international community. They will analyse debates about global ethical issues and the effectiveness of responses to these issues. Students will also explore the causes of, and responses to, global crises such as interstate conflict, terrorism, and climate change.</p> <p>Assessment Tasks Written tests; Case Studies; Short-answer questions; Essay</p> <p>Study Score calculation</p> <table> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Examination</td> </tr> <tr> <td>25%</td> <td>25%</td> <td>50%</td> </tr> </table>	Unit 3	Unit 4	Examination	25%	25%	50%
Unit 3	Unit 4	Examination					
25%	25%	50%					

VCE Subjects continued...

Humanities continued...

Subject	Description
Business Management (BM011 / BM022)	<p>Units 1 and 2 In Unit 1, students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business. Students take a business idea and plan the key aspects to make it a reality.</p> <p>In Unit 2, students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.</p> <p>Assessment Tasks Written tests; Business Plan; Case Studies; Marketing Portfolio</p>
Business Management (BM033 / BM034)	<p>Units 3 and 4 In Unit 3, students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.</p> <p>In Unit 4, students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management.</p> <p>Assessment Tasks Written tests; Case Studies; Short-answer questions; Media analyses.</p> <p>Study Score calculation Unit 3 Unit 4 Examination 25% 25% 50%</p>

Subject	Description
Economics (EC011 / EC022)	<p>Units 1 and 2 In Unit 1, students study how societies make decisions to allocate resources to satisfy unlimited needs and wants. Students investigate the role of consumers, businesses and the government in the Australian economy, in the context of a specific market.</p> <p>In Unit 2, students examine how economic policy can be used to achieve 'sustainable' economic growth (without damaging natural environments), as well as how to achieve a higher level of equity (fairness) in the distribution of income to enable all Australians a decent standard of living. Students consider Australia's position in the global economy, exploring a specific issue affecting the contemporary global economic environment.</p> <p>Assessment Tasks Written tests; Written Reports; Media Analyses; Case Studies; Debates</p>
Economics (EC033 / EC034)	<p>Units 3 and 4 In Unit 3, students examine the role of markets, including theories of supply and demand, in determining how a nation can best allocate limited resources to satisfy unlimited needs and wants of its people. Students also explore key domestic (e.g. strong economic growth, full employment, equity in the distribution of income, low inflation) and international (e.g. external stability) economic goals, how well these goals are being met, and the impact of these goals on our living standards.</p> <p>In Unit 4 students examine how the federal government uses a range of economic policies on both the demand-side and supply-side to manage the economy, achieve key economic goals and improve overall living standards in Australia.</p> <p>Assessment Tasks Written tests; Written Reports; Media Analyses; Case Studies; Debates.</p> <p>Study Score calculation Unit 3 Unit 4 Examination 25% 25% 50%</p>

VCE Subjects continued...

Humanities continued...

Subject	Description
Extended Investigation (XI033 / XI034)	<p>Units 3 and 4 In Unit 3, students develop skills in question construction and design, explore the nature and purpose of research and various research methodologies, critically review research literature and identify a specific research question. Students undertake initial research and document their progress in their Extended Investigation Journal. They use their Journal to record the progressive refinement of a selected area of interest and the distillation of an individual research question.</p> <p>In Unit 4, students develop a 4,000-word written report detailing their investigation, results, discussion and conclusions. Students orally defend their research findings to a non-specialist panel of assessors.</p> <p>Assessment Tasks Written reports; Oral presentations; Critical Thinking Test</p> <p>Study Score calculation Unit 3 Unit 4 Critical Thinking Test 30% 60% 10%</p>

Subject	Description
Geography (GE011 / GE022)	<p>Units 1 and 2 In Unit 1 students examine the nature of at least two different hazards and specific case studies of such events. Students explore the factors determining the nature and effectiveness of warning programs, community preparedness and land use planning, as well as the actions taken after disasters occur.</p> <p>In Unit 2 students study tourism, engaging in a fieldwork case study of an Australian tourist destination which they then contrast to a similar overseas example. Students explore the environmental, economic and socio-cultural impacts of tourism and evaluate the effectiveness of measures taken to enhance and protect locations we love.</p> <p>Assessment Tasks Fieldwork Reports, Visual Displays, Research Reports, Tests, Exam</p>
Geography (GE033 / GE034)	<p>Units 3 and 4 In Unit 3 students select a local area and investigate how it has been used. They also investigate global land changes such as deforestation, desertification and melting glaciers. They analyse these environmental changes and evaluate how effectively humans have responded to them.</p> <p>In Unit 4 students investigate population distribution and the reasons for population change in parts of the world. Students examine examples of population growth and ageing and describe the consequences of, and responses to, these trends including, among others, meeting healthcare and social service needs.</p> <p>Assessment Tasks Tests, Fieldwork reports, Short-answer responses, Practical work exercises</p> <p>Study Score calculation Unit 3 Unit 4 Examination 25% 25% 50%</p>

VCE Subjects continued...

Humanities continued...

Subject	Description						
History (HI031 / HI042)	<p>Units 1 and 2</p> <p>In Unit 1 students explore the political, social and cultural changes that occurred in the period between World War One and World War Two. Students will study how new political movements such as Nazism developed in the 1930s and, finally, they will evaluate how the world was again overtaken by war in 1939.</p> <p>In Unit 2, students examine the outbreak of the Cold War and how tensions developed as a result of competing ideologies (communism and democracy). Students will study the wars for independence in former colonies such as Vietnam and Cambodia and how conflict challenged and changed these nations and people.</p> <p>Assessment Tasks</p> <p>Short answer responses; Visual analysis; Document analysis; Essay</p>						
History: Revolutions (HI133 / HI134)	<p>Units 3 and 4</p> <p>In Unit 3, students will examine the causes of the American Revolution through investigating the tensions and conflicts generated between Britain and the American colonies. Students will study the role of ideas, revolutionary groups and significant individuals in the American War of Independence. Finally, we examine the society created by the revolution.</p> <p>In Unit 4, students will consider what started the Russian Revolution and evaluate the factors which led to the toppling of Russia's monarchy. Students will also consider the extent to which the ideals of the Russian Revolution were achieved by the Bolsheviks when they took over power and created a 'new' society.</p> <p>Assessment Tasks</p> <p>Short answer responses; Visual analysis essay; Document analyses; Essay</p> <p>Study Score calculation</p> <table> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Examination</td> </tr> <tr> <td>25%</td> <td>25%</td> <td>50%</td> </tr> </table>	Unit 3	Unit 4	Examination	25%	25%	50%
Unit 3	Unit 4	Examination					
25%	25%	50%					

VCE Subjects continued...

Humanities continued...

Subject	Description						
Legal Studies (LS011 / LS022)	<p>Units 1 and 2</p> <p>In Unit 1, students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.</p> <p>In Unit 2, students focus on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.</p> <p>Assessment Tasks</p> <p>Research assignments; Tests; Case studies; Mock trials.</p>						
Legal Studies (LS033 / LS034)	<p>Units 3 and 4</p> <p>In Unit 3, students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes.</p> <p>In Unit 4, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.</p> <p>Assessment Tasks</p> <p>Short-answer and extended-response tests.</p> <p>Study Score calculation</p> <table> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Examination</td> </tr> <tr> <td>25%</td> <td>25%</td> <td>50%</td> </tr> </table>	Unit 3	Unit 4	Examination	25%	25%	50%
Unit 3	Unit 4	Examination					
25%	25%	50%					

VCE Subjects continued...

Humanities continued...

Subject	Description						
Philosophy (PL011 / PL022)	<p>Units 1 and 2</p> <p>In Unit 1, students engage with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’, for example through formulation of questions and philosophical exchanges with others.</p> <p>In Unit 2, students explore questions of value in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.</p> <p>Assessment Tasks Written tests; Research projects; Essays and Oral presentations</p>						
Philosophy (PL033 / PL034)	<p>Units 3 and 4</p> <p>In Unit 3, students consider basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in philosophical sources to their own views on these questions and to contemporary debates.</p> <p>In Unit 4, students This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a life well lived? Is morality central to a good life? How does our social context impact on our conception of a good life?</p> <p>Assessment Tasks Written tests; Research projects; Essays and Oral presentations</p> <p>Study Score calculation</p> <table border="0"> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Examination</td> </tr> <tr> <td>25%</td> <td>25%</td> <td>50%</td> </tr> </table>	Unit 3	Unit 4	Examination	25%	25%	50%
Unit 3	Unit 4	Examination					
25%	25%	50%					

VCE Subjects continued...

Languages

Subject	Description						
Chinese First Language (LO041/LO042)	<p>Units 1 and 2</p> <p>In Unit 1, students will speak and write in Chinese about an issue of interest or concern. Students will listen to, read and reorganize information and ideas from spoken and written texts. Students will produce a personal response to a fictional text.</p> <p>In Unit 2, students will speak and write in Chinese about a resolution of an issue. Students will listen to, read, extract and compare ideas from spoken and written texts. Students will produce an imaginary piece in spoken or written form.</p> <p>Assessment Tasks Producing formal letters/faxes/emails/journal entries/short story/review/article, discussions/role-plays/spoken personal account/oral presentation; Listening to spoken Interviews/discussion/broadcasts/debates; Reading letters/articles/reports.</p>						
Chinese First Language (LO043/LO044)	<p>Unit 3</p> <p>In Unit 3, students will express ideas through the production of original texts. Students will analyse and use information from spoken texts. Students will exchange information, opinions and experiences.</p> <p>Assessment Tasks: A 500–600 character imaginative written piece; response to specific questions, or instructions, analysing and using information requested; four- to five-minute evaluative oral presentation focusing on points for and against an aspect related to texts studied.</p> <p>Unit 4</p> <p>In Unit 4, students will analyse and use information from written texts. Students will respond critically to spoken and written texts which reflect aspects of language and culture.</p> <p>Assessment Tasks: A response to specific questions, or instructions, analysing and using information requested; a 500–600 character persuasive or evaluative written response, for example, report, essay, article or review; a four- to five-minute interview on an issue related to texts studied.</p> <p>Detailed Study During Units 3 and 4, students will undertake a detailed study focusing on the language and culture through Literature and the Arts. The detailed study will enable students to understand and appreciate aspects of language and culture through the study of texts in Chinese drawn from Literature and the Arts, which focus on the selected sub-topic. It will include study of the author’s/director’s/composer’s intent, as well as the relationship between the context in which the text was produced, the text itself, the author and the audience. The students will discuss their detailed study in the Oral Examination.</p> <p>Study Score calculation</p> <table border="0"> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Examination</td> </tr> <tr> <td>25%</td> <td>25%</td> <td>10% (Oral) 40% (Written)</td> </tr> </table>	Unit 3	Unit 4	Examination	25%	25%	10% (Oral) 40% (Written)
Unit 3	Unit 4	Examination					
25%	25%	10% (Oral) 40% (Written)					

VCE Subjects continued...

Languages continued...

Subject	Description
Italian (LO141 / LO142)	<p>Units 1 and 2</p> <p>In Unit 1, students will speak and write in Italian about their own personal experiences. Students will gather information from spoken and written texts and produce their own personal response that focuses on real or imaginary experiences.</p> <p>In Unit 2, students will participate in spoken and written exchanges related to making arrangements and completing transactions. Students will listen to, read, extract and use information and ideas from spoken and written texts. Students will be able to express real and imaginary experiences by speaking or writing about them.</p> <p>Assessment Tasks</p> <p>Formal letters/faxes/emails, role-plays or interviews; Listening to spoken conversations/ interviews/broadcasts; Reading extracts/advertisements/letters; Journal entries, personal accounts or short stories; Oral presentation.</p>
Italian (LO143 / LO144)	<p>Unit 3</p> <p>In Unit 3, students will express ideas through the production of their own personal or imaginative texts in Italian. Students will analyse and use information from spoken texts and discuss their own opinions and experiences with others.</p> <p>Assessment Tasks:</p> <p>A 250-word personal or imaginative written piece; A response to specific questions, messages or instructions, extracting and using information requested; A three- to four-minute role-play, focusing on the resolution of an issue.</p> <p>Unit 4</p> <p>In Unit 4, students will 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 and respond to specific questions, messages or instructions and extract and use information from them.</p> <p>Assessment Tasks:</p> <p>A 250–300 word informative, persuasive or evaluative report, comparison or review; A three- to four-minute interview on an issue related to the texts studied.</p> <p>Detailed Study</p> <p>During Units 3 and 4, students will undertake a detailed study focusing on the language and culture of the Italian-speaking community. The detailed study will enable students to develop knowledge and understanding of, for example, aspects of contemporary Italian society and historical issues. The students will discuss their detailed study in the Oral Examination.</p> <p>Study Score calculation</p> <p>Unit 3 Unit 4 Examination 25% 25% 12.5%(oral) 37.5% (written)</p>

Additional Note for Languages

Victorian School of Languages

The Victorian School of Languages (VSL) runs a number of Languages classes at neighbouring schools. Students can study Units 1 to 4 in the following languages: Arabic, Chinese, Modern Greek, Sinhala, Tamil and Punjabi.

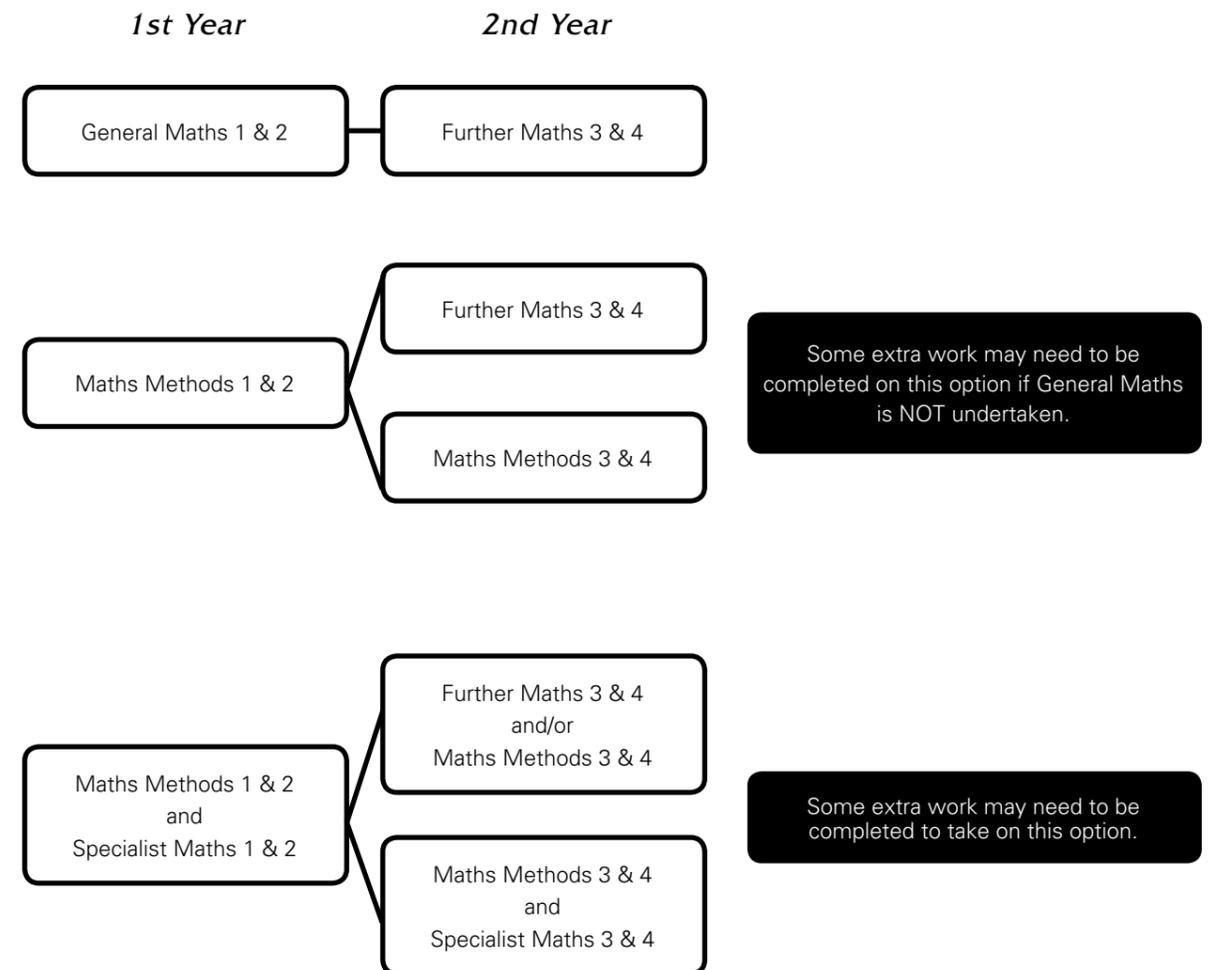
Students can also apply through the VCE Coordinator to access other languages via Distance Education. For further information, please contact the VSL on **9474 0500** or email: **VSL@VSL.vic.edu.au**

Mathematics

In addition to the following subject descriptions for each of the VCE Mathematics units offered at the Senior Campus, please refer to the diagram below which demonstrates some possible combinations of Mathematics units.

Students are encouraged to select the Mathematics sequence that they feel most confident in completing and that will afford the greatest access to their post-VCE pathway.

Please note: Each Mathematics unit has an embedded technology requirement and students will be required to have access to a Computer Algebra System. Mathematics staff recommend the Casio ClassPad CAS calculator.



VCE Subjects continued...

Mathematics

Subject	Description						
General Mathematics (MA071/ MA072)	<p>Units 1 and 2</p> <p>In Unit 1, students apply linear modelling to explore the relationships between data via the interpretation of graphs. Students investigate relationships and real world scenarios through work in: bivariate data, financial mathematics and recursion.</p> <p>In Unit 2, students represent discrete data in matrix form and use arithmetic to analyse problems in practical situations. Students investigate relationships and real world scenarios through work in: univariate data, networks and linear equations.</p> <p>Assessment Tasks Written Tests; Exam</p>						
Further Mathematics (MA073/ MA074)	<p>Units 3 and 4</p> <p>In Unit 3, students will investigate univariate and bivariate data. They will use their skills and knowledge to analyse and interpret relationships between variables. Students will also apply numerical computations, graphical techniques and technology to solve problems in business and financial contexts.</p> <p>In Unit 4 students will explore the use of directed and undirected graphs to model real world scenarios. Furthermore, students will represent discrete data in rectangular arrays and apply matrix arithmetic to the analysis of problems in practical situations.</p> <p>Assessment Tasks Application Task; Modelling and Problem Solving Tasks; Exams</p> <p>Study Score calculation</p> <table border="1"> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Exam 2</td> </tr> <tr> <td>20%</td> <td>14%</td> <td>66%</td> </tr> </table>	Unit 3	Unit 4	Exam 2	20%	14%	66%
Unit 3	Unit 4	Exam 2					
20%	14%	66%					

VCE Subjects continued...

Mathematics - continued...

Subject	Description						
Mathematical Methods CAS (MA111 / MA112)	<p>Units 1 and 2</p> <p>In Unit 1, students will explore linear and non linear relations and equations, and the algebra of polynomial functions to degree four. They will also investigate the graphical representation, and practical applications, of functions of a single real variable.</p> <p>In Unit 2, students will consider the calculus of functions and related applications including the analysis of graphs. They will also explore introductory counting principles and techniques; and their application to probability.</p> <p>Assessment Tasks Written Tests; Application Tasks; Exams</p>						
Mathematical Methods CAS (MA113 / MA114)	<p>Units 3 and 4</p> <p>In Unit 3, students explore the algebra and behavior of functions of a single variable; including composite, exponential and logarithmic, and trigonometric functions. They link these skills to their applications in practical situations.</p> <p>In Unit 4, students will solve problems involving the differentiation and integration of functions of a single variable. They also examine random variables and apply these skills to model problems involving chance; and explore statistical inference and simulations.</p> <p>Assessment Tasks Application Task; Problem Solving Tasks; Exams</p> <p>Study Score calculation</p> <table border="1"> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Exams</td> </tr> <tr> <td>17%</td> <td>17%</td> <td>66%</td> </tr> </table>	Unit 3	Unit 4	Exams	17%	17%	66%
Unit 3	Unit 4	Exams					
17%	17%	66%					

Subject	Description						
Specialist Mathematics (MA091 / MA092)	<p>Units 1 and 2</p> <p>In Unit 1, students explore advanced trigonometric techniques and geometric proofs. They consider kinematics and sketch a variety of relations and functions. Students also employ the mathematics of probability, and perform statistical analysis.</p> <p>In Unit 2, students explore complex numbers and extend their knowledge of trigonometry. They employ vector algebra to solve practical problems and complete simple proofs. Students also examine the dynamics of objects under a variety of forces.</p> <p>Assessment Tasks Written Tests; Assignments; Exams</p>						
Specialist Mathematics (MA093 / MA094)	<p>Units 3 and 4</p> <p>In Unit 3, students will consider the graphical representation of complex functions and relations, and solve equations involving complex roots. They will explore advanced trigonometric techniques and solve problems involving vectors.</p> <p>In Unit 4, students will apply advanced calculus techniques for the differentiation and integration of functions. They will also solve problems involving kinematics, mechanics and statics; and explore statistical analysis, hypothesis testing and confidence intervals.</p> <p>Assessment Tasks Application Task; Problem Solving Tasks; Exams</p> <p>Study Score calculation</p> <table border="1"> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Exams</td> </tr> <tr> <td>17%</td> <td>17%</td> <td>66%</td> </tr> </table>	Unit 3	Unit 4	Exams	17%	17%	66%
Unit 3	Unit 4	Exams					
17%	17%	66%					

VCE Subjects continued...

Mathematics - continued...

Subject	Description						
Algorithmics (Higher Education Scored Study) ALO33 / ALO34	<p>Units 3 and 4</p> <p>In Unit 3, students explore abstract data types to develop and apply the knowledge and skills in representing information; including graphs, their nodes and interconnections. They learn how to formalise processes as algorithms, so these can become automatic processes, and then apply their own algorithms to solve real-world problems.</p> <p>In Unit 4, students investigate the efficiency of algorithms using mathematical techniques, and encounter problems that are not practically solvable due to the resource requirements. They also examine more advanced algorithm design patterns and explore computation as a universal concept that is independent of programming languages and computer hardware. Finally, students engage with the philosophical debate about whether artificial intelligence is possible.</p> <p>Assessment Tasks Folio; Projects; Analysis SACs; Exam</p> <p>Study Score calculation</p> <table> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Exams</td> </tr> <tr> <td>20%</td> <td>20%</td> <td>60%</td> </tr> </table>	Unit 3	Unit 4	Exams	20%	20%	60%
Unit 3	Unit 4	Exams					
20%	20%	60%					

VCE Subjects continued...

Physical Education

Subject	Description						
Health & Human Development (HH011 / HH022)	<p>Unit 1</p> <p>In Unit 1, students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices. Students look at multiple dimensions of health and wellbeing, and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.</p> <p>Unit 2</p> <p>In Unit 2, students investigate transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.</p> <p>Assessment: Written Tests; Case Studies; Data Analysis; Written responses, Exam</p>						
Health & Human Development (HH033 / HH034)	<p>Unit 3</p> <p>In Unit 3, students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization. They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.</p> <p>Unit 4</p> <p>In Unit 4 students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries. Students consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' Sustainable Development Goals and the work of the World Health Organization. Students also investigate the role of non-government organisations and Australia's overseas aid program.</p> <p>Assessment: Written Tests; Case Studies; Data Analysis; Written responses</p> <p>Study Score calculation</p> <table> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Examination</td> </tr> <tr> <td>25%</td> <td>25%</td> <td>50%</td> </tr> </table>	Unit 3	Unit 4	Examination	25%	25%	50%
Unit 3	Unit 4	Examination					
25%	25%	50%					

VCE Subjects continued...

Physical Education continued...

Subject	Description						
Outdoor & Environmental Studies (OS011 / OS022)	<p>Unit 1 In Unit 1, students examine the ways humans understand and relate to nature through outdoor experiences, focusing on the individual's personal motivations and responses.</p> <p>Unit 2 In Unit 2, students explore different types of environments and how their components are interdependent. Students will also investigate man-made and natural impacts on the environment and how they can be minimised.</p> <p>Assessment: School Assessed Coursework; Assignments; Practical Participation on camp; Work Booklets.</p> <p>Other Information: Both units include a compulsory, multi day camp.</p> <p>Please note that there is a significant cost associated with this subject. Please see the Parent Supported Materials sheet which is distributed in term 4. The cost attached to this subject will cover the expense of both camps which are a compulsory requirement of this course.</p>						
Outdoor & Environmental Studies (OS033 / OS034)	<p>Unit 3 In Unit 3, students examine historical relationships with the Australian environment and how these have changed over time, before analysing the influences on contemporary relationships with the environment.</p> <p>Unit 4 In Unit 4, students will investigate the health and sustainability of an environment by evaluating environmental policies and strategies. They will also complete case studies on particular environmental conflicts.</p> <p>Assessment: Written Tests; Case Studies; Data Analysis; Camp Work Booklets and Reflections</p> <p>Study Score calculation</p> <table border="1"> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Examination</td> </tr> <tr> <td>25%</td> <td>25%</td> <td>50%</td> </tr> </table> <p>Other Information: Both units include a compulsory multi day camp.</p> <p>Please note that there is a significant cost associated with this subject. Please see the Parent Supported Materials sheet which is distributed in term 4. The cost attached to this subject will cover the cost of both camps which are a compulsory requirement of this course.</p>	Unit 3	Unit 4	Examination	25%	25%	50%
Unit 3	Unit 4	Examination					
25%	25%	50%					

VCE Subjects continued...

Physical Education continued...

Subject	Description						
Physical Education (PE011 / PE022)	<p>Unit 1 In this area of study students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Through practical activities they explore the major components of the musculoskeletal system and their contributions and interactions during physical activity, sport and exercise. Students evaluate the social, cultural and environmental influences on movement, and how the capacity and functioning of the muscular and skeletal systems may act as an enabler or barrier to participation in physical activity. Sedentary behaviour, overtraining and participation at the elite and recreational level are investigated as possible causes of illness and injury to the musculoskeletal system. Students consider a variety of legal and illegal practices and substances used to enhance performance from an ethical and a biophysical perspective.</p> <p>Unit 2 This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.</p> <p>Assessment Tasks: Laboratory reports; Case study analysis; Data analysis; Written reports and Tests.</p>						
Physical Education (PE033 / PE034)	<p>Unit 3 This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.</p> <p>Unit 4 In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.</p> <p>Assessment tasks: Laboratory reports, Case Study analysis, Data analysis, Written reports and Written Test.</p> <p>Study Score calculation:</p> <table border="1"> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Examination</td> </tr> <tr> <td>25%</td> <td>25%</td> <td>50%</td> </tr> </table>	Unit 3	Unit 4	Examination	25%	25%	50%
Unit 3	Unit 4	Examination					
25%	25%	50%					

VCE Subjects continued...

Science

Subject	Description						
Biology (BI011/ BI022)	<p>Units 1 and 2</p> <p>In Unit 1, students examine the structure and function of cells, as a unit of multicellular organism. They analyse types of adaptations that enhance the organism's survival and investigate the interrelationships between organisms within an ecosystem.</p> <p>In Unit 2, students focus on cell division as part of growth and also sexual and asexual reproduction. Students explore the relationship between an organisms' genes and physical characteristics and analyse patterns of inheritance to predict outcomes of genetic crosses.</p> <p>Assessment Tasks Tests; Research project; Practical investigation and Exam.</p>						
Biology (BI033/ BI034)	<p>Units 3 and 4</p> <p>In Unit 3, students explore the inner workings of the cell to produce key machinery and nutrients for survival. The role of enzymes in facilitating biological reactions is explored as well as how cells communicate with each other. This includes a detailed focus on the nervous, endocrine and immune systems.</p> <p>In Unit 4, students investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution. Students also examine and ethically evaluate the use of biotechnology in genetic engineering and drug design.</p> <p>Assessment Tasks Tests; Practical investigation; Scientific Poster.</p> <p>Study Score calculation</p> <table> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Examination</td> </tr> <tr> <td>16%</td> <td>24%</td> <td>60%</td> </tr> </table>	Unit 3	Unit 4	Examination	16%	24%	60%
Unit 3	Unit 4	Examination					
16%	24%	60%					

Subject	Description						
Chemistry (CH011 / CH022)	<p>Units 1 and 2</p> <p>In Unit 3 students investigate energy: the combustion reactions produce useful energy, the redox reactions that are used to produce energy and useful chemicals, and methods to increase the rate and yield of a chemical reaction.</p> <p>In Unit 4 the focus is on Organic Chemistry: identifying and measuring the concentration of a range of organic chemicals, and understanding their structure and properties. Key food molecules are also studied: their metabolism and uses.</p> <p>Assessment Tasks Tests; Practical reports; Research investigation; Practical investigation.</p>						
Chemistry (CH033 / CH034)	<p>Units 3 and 4</p> <p>In Unit 3 Chemistry, students use chemical, spectroscopic and chromatographic techniques to analyse products in the laboratory. Students investigate the properties and preparation of organic molecules, and biological molecules such proteins and DNA.</p> <p>In Unit 4 students investigate the factors that affect the rate and extent of a chemical reaction. They will explore the use of different energy resources, the role of heat and electricity in chemical reactions, and the production of chemicals.</p> <p>Assessment Tasks Tests; Practical reports and investigations; Summary report.</p> <p>Study Score calculation</p> <table> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Examination</td> </tr> <tr> <td>16%</td> <td>24%</td> <td>60%</td> </tr> </table>	Unit 3	Unit 4	Examination	16%	24%	60%
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16%	24%	60%					

VCE Subjects continued...

Science continued...

Subject	Description						
Environmental Science (EV011 / EV022)	<p>Units 1 and 2</p> <p>In Unit 1 students examine Earth with a systems perspective, analysing how the atmosphere, biosphere, hydrosphere and lithosphere interact. Students consider human and natural changes as they undertake investigations in the local environment.</p> <p>In Unit 2 students investigate the impact of pollutants on Earth's systems. An in-depth Case study of a local pollutant and its management is undertaken. Providing students with an appreciation of the significance of initiatives to manage pollutants.</p> <p>Assessment tasks: Field reports; Written tests; Case studies.</p>						
Environmental Science (EV033 / EV034)	<p>Units 3 and 4</p> <p>In Unit 3 students focus on environmental management through applying sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for threatened species. Students use case studies to explore management at an Earth systems scale.</p> <p>In Unit 4, students analyse the social and environmental impacts of energy production and use on the environment. Students compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change.</p> <p>Assessment Tasks Tests; Practical investigation; Scientific Poster.</p> <p>Study Score calculation</p> <table> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Examination</td> </tr> <tr> <td>20%</td> <td>30%</td> <td>50%</td> </tr> </table>	Unit 3	Unit 4	Examination	20%	30%	50%
Unit 3	Unit 4	Examination					
20%	30%	50%					

VCE Subjects continued...

Science continued...

Subject	Description						
Physics (PH011 / PH022)	<p>Units 1 and 2</p> <p>In Unit 1, students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work. Students explore electricity and create a number of DC circuits. Students discover the origin of atoms; describe the nature of subatomic particles and energy within atoms.</p> <p>In Unit 2 students discover how physics is used to describe objects in motion. Students apply their knowledge to develop their own experiments. Students pick a detailed research project from a selection of options.</p> <p>Assessment tasks Written tests; Projects; Exam; Practical Reports.</p>						
Physics (PH033 / PH034)	<p>Units 3 and 4</p> <p>In Unit 3, students explore fields including gravity, magnetism, and electric fields. Students discover how electricity is generated and how it is transmitted to their houses. Students observe how physics is used to describe the two dimensional motion of objects and describe Einstein's theory of Special Relativity.</p> <p>In Unit 4, students discover the properties of waves and apply these to the behaviour of light. Students are introduced to quantum physics as they investigate the wave and particle properties of light and matter. Students apply their knowledge to develop their own experiments and undertake a scientific investigation.</p> <p>Assessment Tasks Written tests; Projects; Exam; Practical Reports; Scientific Poster.</p> <p>Study Score calculation</p> <table> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Examination</td> </tr> <tr> <td>19%</td> <td>21%</td> <td>60%</td> </tr> </table>	Unit 3	Unit 4	Examination	19%	21%	60%
Unit 3	Unit 4	Examination					
19%	21%	60%					

VCE Subjects continued...

Science continued...

Subject	Description						
Psychology (PY011 / PY022)	<p>Units 1 and 2</p> <p>In Unit 1 students explore psychological functioning of the brain and brain plasticity. Theories of psychological development are investigated leading to an understanding of atypical development and mental health.</p> <p>In Unit 2 students will design and conduct a Practical investigation related to external influences on behaviour. This Research will draw together their knowledge of how attitudes are formed and the factors that influence behaviour. Students will discover the elements that lead to perceptual distortions.</p> <p>Students will develop a basic understanding of Research methodology and ethics across the two units.</p> <p>Assessment Tasks Written Tests; Research Investigation; Visual Portfolio; Posters</p>						
Psychology (PY033 / PY034)	<p>Units 3 and 4</p> <p>In Unit 3, students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours.</p> <p>In Unit 4, students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder.</p> <p>Students will develop a thorough understanding of Research methodology and ethics across the two units.</p> <p>Assessment Tasks Written tests; Flowchart; Short-answer questions; Research poster</p> <p>Study Score calculation</p> <table> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Examination</td> </tr> <tr> <td>16%</td> <td>24%</td> <td>60%</td> </tr> </table>	Unit 3	Unit 4	Examination	16%	24%	60%
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16%	24%	60%					

VCE Subjects continued...

Science continued...

Subject	Description						
VCE/ VET Laboratory Skills (VLS1 / VLS2)	<p>Units 1 and 2 Students learn and practice essential laboratory skills including dilution, the titration of acids and bases and preparing solutions to specific weight and volume percentage requirements. These skills form the foundation of scientific research, particularly in the fields of chemistry and pharmacy.</p> <p>Assessment Tasks Work projects, product assessment and portfolio.</p>						
VCE/ VET Laboratory Skills (VLS3 / VLS4)	<p>Units 3 and 4 Students learn key skills in microscopy and aseptic techniques. They will use a range of media to isolate and grow bacteria for study. This includes preparing differential media that are frequently used in pathology laboratories and for medical research.</p> <p>Assessment Tasks Work projects, product assessment and portfolio.</p> <p>Study Score calculation</p> <table border="0"> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Examination</td> </tr> <tr> <td>33%</td> <td>33%</td> <td>34%</td> </tr> </table>	Unit 3	Unit 4	Examination	33%	33%	34%
Unit 3	Unit 4	Examination					
33%	33%	34%					

VCE Subjects continued...

Technology

Subject	Description								
Computing (IT011 / IT012)	<p>Units 1 and 2 In Unit 1 students will collect primary data and create a digital solution that graphically presents their findings. They will design a wireless network solution that meets a need. They will also create a website to present different viewpoints on an issue.</p> <p>In Unit 2 students will create solutions using a programming language. They will extract data from large repositories and manipulate it to create visualisations. Students will also create a solution using database management software.</p> <p>Assessment Tasks Software solutions, visual presentations, written reports and oral presentations.</p>								
Computing – Informatics (IT023 / IT024)	<p>Units 3 and 4 In Unit 3 students acquire and apply knowledge and skills in the use of a relational database to create a solution. They will also frame a hypothesis and collect evidence to confirm or refute it and this forms the first part of a project that is completed in Unit 4.</p> <p>In Unit 4 students design, develop and evaluate a multimodal, online solution that communicates their findings from Unit 3. Students also explore how different organisations manage the storage and disposal of data and information to minimise threats.</p> <p>Assessment Tasks Relational database; written/visual report and a multimodal online solution.</p> <p>Study Score calculation</p> <table border="0"> <tr> <td>Unit 3 SAC</td> <td>Unit 4 SAC</td> <td>Unit 3/4</td> <td>SAT Examination</td> </tr> <tr> <td>10%</td> <td>10%</td> <td>30%</td> <td>50%</td> </tr> </table>	Unit 3 SAC	Unit 4 SAC	Unit 3/4	SAT Examination	10%	10%	30%	50%
Unit 3 SAC	Unit 4 SAC	Unit 3/4	SAT Examination						
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Computing – Software Development (IT033 / IT034)	<p>Units 3 and 4 In Unit 3 students develop a set of working modules using a programming language. They also analyse a need or opportunity, plan and design a solution and this forms the first part of a project that is completed in Unit 4.</p> <p>In Unit 4 students transform their detailed design prepared in Unit 3 into a software solution. They also look at the relationship between two information systems that share data to discover how that dependency affects the performance of these systems.</p> <p>Assessment Tasks Minor / major programming solutions and a written/visual report.</p> <p>Study Score calculation</p> <table border="0"> <tr> <td>Unit 3 Coursework</td> <td>Unit 4 Coursework</td> <td>Unit 3/4</td> <td>SAT Examination</td> </tr> <tr> <td>10%</td> <td>10%</td> <td>30%</td> <td>50%</td> </tr> </table>	Unit 3 Coursework	Unit 4 Coursework	Unit 3/4	SAT Examination	10%	10%	30%	50%
Unit 3 Coursework	Unit 4 Coursework	Unit 3/4	SAT Examination						
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VCE Subjects continued...

Technology - continued...

Subject	Description						
Food Studies (FY011 / FY022)	<p>Units 1 and 2</p> <p>In Unit 1: Food origins, students examine food from historical and cultural perspectives. Students investigate how humanity has historically sourced its food, including the progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.</p> <p>In Unit 2: Food makers, students investigate food systems in contemporary Australia. Students investigate both commercial food production industries and small-scale domestic settings. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare the foods to commercial products.</p> <p>Assessment Tasks Practical activities with production records; Written reports; Development of practical food solutions.</p>						
Food Studies (FY033 / FY034)	<p>Units 3 and 4</p> <p>In Unit 3: Food in daily life, students investigate the many roles and everyday influences of food. Students explore the influences on food choice and the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday foods.</p> <p>In Unit 4: Food issues, challenges and futures, students examine debates about global and Australian food systems and the information and misinformation of food including the development of food knowledge, skills and habits to empower consumers to make discerning food choices. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, to reflect the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.</p> <p>Assessment Tasks Practical activities with production records; Written reports; Research inquiry; Case study analysis.</p> <p>Study Score calculation</p> <table border="0"> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Examination</td> </tr> <tr> <td>30%</td> <td>30%</td> <td>40%</td> </tr> </table>	Unit 3	Unit 4	Examination	30%	30%	40%
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VCE Subjects continued...

Technology - continued...

Subject	Description								
Product Design & Technology - Materials (DT11M / DT22M)	<p>Units 1 and 2</p> <p>In Unit 1, students will focus on the analysis, modification and improvement of a product design and consider the materials used and their related sustainability issues. Students will gain an understanding of how resources and the abundance of waste can be solved using sustainable product design thinking.</p> <p>In Unit 2, students will 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. Students will learn about and 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.</p> <p>Assessment Tasks Production work and plans; Written tests and Product evaluations; and Practical tests.</p>								
Product Design & Technology - Materials (DT33M / DT34M)	<p>Units 3 and 4</p> <p>In Unit 3, students will work for a client and prepare a design brief. They will carry out research and propose a series of design options. Students will justify the choice of a preferred design options and develop a production plan, and commence production of the product which will be completed and evaluated in unit 4. The product can be a piece of furniture, a non-systems based consumer product used in a domestic setting.</p> <p>In this unit, students will continue to develop and manufacture the product commenced in Unit 3. Students will evaluate the effectiveness and efficiency of techniques used and the quality of your product with reference to evaluation criteria developed in unit 3. Students will then promote your work by highlighting the product's features to the client.</p> <p>Assessment Tasks Production work and plans; Written tests and Product evaluations; and Practical tests.</p> <p>Study Score calculation</p> <table border="0"> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Unit 3&4 Assessment Task</td> <td>Examination</td> </tr> <tr> <td>12%</td> <td>8%</td> <td>50%</td> <td>30%</td> </tr> </table>	Unit 3	Unit 4	Unit 3&4 Assessment Task	Examination	12%	8%	50%	30%
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VCE Subjects continued...

Technology - continued...

Subject	Description								
Product Design & Technology - Textiles (DT11T / DT22T)	<p>Units 1 and 2 In Unit 1, students will focus on the analysis, modification and improvement of a product design and consider the materials used and their related sustainability issues. Students will gain an understanding of how resources and the abundance of waste require can be solved using sustainable product design thinking.</p> <p>In Unit 2, students will 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. Students will learn about and 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.</p> <p>Assessment Tasks Design folio; Production work; Multimedia presentation; Short written reports and / or Oral reports.</p>								
Product Design & Technology - Textiles (DT33T / DT34T)	<p>Units 3 and 4 In Unit 3, students will investigate a client or end user's needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. Students will justify the choice of a preferred design option and develop a work plan, and commence production of the product which will be completed and evaluated in Unit 4.</p> <p>In Unit 4, students will continue to develop and manufacture the product you commenced in Unit 3 and record the production processes and modifications to the work plan and product. Students will evaluate the effectiveness and efficiency of techniques you used and the quality of your product with reference to evaluation criteria. Students will make judgements about possible improvements and then promote your work by highlighting the product's features to the client and/or end user.</p> <p>Assessment Tasks Design folio; Production work; Multimedia presentation; Short written reports and / or Oral reports.</p> <p>Study Score calculation</p> <table border="1"> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Unit 3&4 Assessment Task</td> <td>Examination</td> </tr> <tr> <td>12%</td> <td>8%</td> <td>50%</td> <td>30%</td> </tr> </table>	Unit 3	Unit 4	Unit 3&4 Assessment Task	Examination	12%	8%	50%	30%
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VCE Subjects continued...

Technology - continued...

Subject	Description								
Systems Engineering (SE011 / SE022)	<p>Units 1 and 2 Unit 1 focuses on engineering fundamentals as the basis of understanding underlying principles and the building blocks that operate in simple to more complex mechanical devices. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the main focus is on the construction of a system. The construction process draws heavily upon design and innovation.</p> <p>In Unit 2 students study fundamental electro-technology engineering principles. Through the application of their knowledge and the Systems Engineering Process, students produce operational systems that may also include mechanical components. In addition, students conduct research and produce technical reports. Students study fundamental electro-technology principles including applied electrical theory, representation of electronic components and devices, elementary applied physics in electrical circuits, and mathematical calculations that can be applied to define and explain electrical characteristics of circuits.</p> <p>Assessment Tasks Recognise, identify, illustrate and use theoretical principles of mechanical systems; to show skills in designing, producing, testing and evaluating a functional system; and complete an assignment.</p>								
Systems Engineering (SE033 / SE034)	<p>Units 3 and 4 In Unit 3 students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. Through the application of their knowledge, students design and plan an operational, mechanical-electro-technology integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.</p> <p>In Unit 4 students complete the production work and test and evaluate the integrated controlled system they designed in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.</p> <p>Assessment Tasks Recognise, identify, represent, describe and explain the principles and functioning of controlled integrated technological systems. Construct, diagnose, adjust, modify & repair the system, and document evaluation.</p> <p>Study Score calculation</p> <table border="1"> <tr> <td>Unit 3</td> <td>Unit 4</td> <td>Unit 3&4 Assessment Task</td> <td>Examination</td> </tr> <tr> <td>10%</td> <td>10%</td> <td>50%</td> <td>30%</td> </tr> </table>	Unit 3	Unit 4	Unit 3&4 Assessment Task	Examination	10%	10%	50%	30%
Unit 3	Unit 4	Unit 3&4 Assessment Task	Examination						
10%	10%	50%	30%						
<p>Occupational Health and Safety (OHS) Requirements: Students and Parents need to be aware that there is an important OHS aspect regarding the protective equipment worn in practical Technology classes. This subject requires students to observe strict OHS controls which may include the tying back of hair and the wearing of eye protection, hearing protection, dust / particle masks and solid, black, fully enclosed, safe, leather school shoes.</p>									

VCE/VET Subjects

Applied Fashion Design & Technology

Certificate II in Applied Fashion Design and Technology (and selected units of competence from Certificate III in Applied Fashion Design and Technology)

This program aims to:

- provide participants with the knowledge and skills to achieve competencies that will enhance their employments prospects in the fashion, clothing and related industries
- enable participants to gain a recognised credential and make a more informed choice of vocation and career paths.

Some of the areas covered in this certificate are:

Subject	Description
Applied Fashion Design & Technology (VFS1 / VFS2)	<p>Units 1 & 2</p> <ul style="list-style-type: none"> • Design and produce a simple garment • Identify design process for fashion designers • Sew components • Modify patterns to create basic styles • Draw and interpret a basic sketch • Operate computing technology in a Textiles, Clothing and Footwear workplace OR • Work in the Textiles, Clothing and Footwear
Applied Fashion Design & Technology (VFS3 / VFS4)	<p>Units 3 & 4</p> <ul style="list-style-type: none"> • Identify fibres and fabrics • Identify fabric performance and handling requirements • Prepare and produce sewn garment • Perform garment repairs and alterations • Assemble bra or swimwear • Embellish garment by hand or machine • Develop patterns from a block using basic • Pattern making principles

VCE/VET Subjects continued...

Building & Construction

Partially complete Certificate II in Building and Construction

This program aims to:

- provide participants with the knowledge and skills to achieve competencies that will enhance their employments prospects in the building and construction or related industries
- enable participants to gain a recognised credential and make a more informed choice of vocation and career path.

This two year course leads to trade qualification pathways including General Construction: Painting and Decorating, Bricklaying/Blocklaying or Carpentry- Framework/Formwork/Finishing.

Some of the areas covered in this certificate are:

Subject	Description
Building & Construction (VBC1 / VBC2 VBC3 / VBC4)	<p>Units 1 - 4</p> <ul style="list-style-type: none"> • Work safely in the construction industry • Workplace safety and site induction • Provide basic emergency life support • Building structures • Calculations for the construction industry • Prepare for work in the construction industry • Communication skills for the construction industry • Introduction to scaffolding and working platforms • Levelling • Quality principles for the construction industry • Safe handling and use of plant and selected portable power tools • Workplace documents and plans <p>Further units are offered from the subject's various elective banks.</p> <p>Further Notes There is an associated annual cost applicable to this course. This fee covers access to printed materials, the building materials used and the completion of supplementary Construction Induction Card (White Card) and First-aid courses. Students are additionally required to complete 80 hours of structured workplace learning throughout the 2 years of the course.</p>

Occupational Health and Safety (OHS) Requirements:

Students and Parents need to be aware that there is an important OHS aspect regarding the protective equipment worn in practical Technology classes. These subjects require students to observe strict OHS controls which may include the tying back of hair and the wearing of overalls, eye protection, hearing protection, dust / particle masks and solid, black, fully enclosed, safe, leather school shoes.

VCE/VET Subjects continued...

Business

Certificate II in Business (and selected units of competence from Certificate III in Business)

This program aims to:

- provide participants with the knowledge and skills to achieve competencies that will enhance their employments within a broad range of business and industry settings
- enable participants to gain a recognised credential and make a more informed choice of vocation and career paths.

Some of the areas covered in this certificate are:

Subject	Description
Business (BUV1 / BUV2)	Units 1 & 2 <ul style="list-style-type: none"> • Participate in OH&S processes • Deliver a service to customers • Work effectively with others • Process and maintain workplace information • Handle mail • Communicate in the workplace • Use business technology • Maintain daily financial/business records
Business (BUV3 / BUV4)	Units 3 & 4 <ul style="list-style-type: none"> • Organise personal work priorities and development • Promote innovation in a team environment • Design and produce business documents

Dance

Certificate II in Dance

This program aims to:

- provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the live performance industry
- enable participants to gain a recognised credential and make a more informed choice of vocation and career paths.

Some of the areas covered in this certificate are:

Subject	Description
Dance (VDA1 / VDA2)	Units 1 & 2 <ul style="list-style-type: none"> • Work effectively with others • Develop basic dance techniques • Follow basic safe dance practices • Develop a basic level of physical condition for dance performance • Perform basic jazz dance technique • Perform basic contemporary dance technique Units 3 & 4 <ul style="list-style-type: none"> • Incorporate artistic expression into basic dance performances • Prepare self for performances • Develop and apply creative arts industry knowledge • Develop audition techniques • Increase depth of jazz technique • Increase depth of contemporary dance technique <p>Completion of the Certificate II in Dance will require practical hours to be achieved via involvement in the School Production.</p>

VCE/VET Subjects continued...

Hospitality

Certificate II in Hospitality (Kitchen Operations)

This program aims to:

- provide participants with provide specific cookery skills and knowledge and include training in using food preparation equipment, basic methods of cookery and cleaning
- provide participants with industry specific cookery skills and knowledge and include training in the production of appetisers and salads, stocks, sauces and soups and vegetables, fruit, eggs and farinaceous dishes.

Some of the areas covered in this certificate are:

Subject	Description
Hospitality (VHA1 / VHA2)	Units 1 & 2 <ul style="list-style-type: none"> • Work effectively with others • Prepare simple dishes • Source and use information on the hospitality industry • Use hygienic practices for food safety • Maintain the quality of perishable items • Participate in safe work practices • Use food preparation equipment • Produce dishes using basic methods of cookery • Clean kitchen premises and equipment • Use basic methods of cookery
Hospitality (VHA3 / VHA4)	Units 3 & 4 <ul style="list-style-type: none"> • Produce appetisers and salads • Produce stocks, sauces and soups • Produce vegetables, fruit, egg and farinaceous dishes • Use cookery skills effectively • Purchase goods <p>Further Notes Students are required to complete five days of practical training during the Unit 1 Term 2 and Term 3 holidays under the guidance of Institute Chefs at William Angliss. Students are additionally required to complete 40 hours work placement during Unit 1 Term 2.</p> <p>There is an associated cost applicable to this course. This fee covers access to printed materials, delivery of practical content by William Angliss including food, use of knife kits and the institute's library facilities. The fee also covers the food used during practical sessions at Mill Park Secondary College.</p>
<p>Occupational Health and Safety (OHS) Requirements: Students and Parents need to be aware that there is an important OHS aspect regarding the protective equipment worn in practical Technology classes. This subject requires students to observe strict OHS controls which includes the tying back of hair and the wearing of course approved jacket, pants, apron and flat-top. Students will also need to purchase fully enclosed black leather shoes as required by William Angliss.</p>	

VCE/VET Subjects continued...

Laboratory Skills

Certificate III in Laboratory Skills

This program aims to:

- provide participants with the knowledge and skills to achieve competencies that will enable them to perform a specific range of laboratory operations across a range of industries
- enable participants to gain a recognised credential and make a more informed choice of vocation and career paths.

Some of the areas covered in this certificate are:

Subject	Description
Laboratory Skills (VLS1 / VLS2)	Units 1 & 2 <ul style="list-style-type: none"> • Participate in environmentally sustainable work practices • Communicate with other people • Plan and conduct laboratory/field work • Record and present data • Receive and prepare samples for testing
Laboratory Skills (VLS3 / VLS4)	Units 3 & 4 <ul style="list-style-type: none"> • Contribute to the achievement of quality objectives • Perform aseptic techniques • Prepare working solutions • Perform microscopic examination • Prepare bacterial cultures on differential media

Creative and Digital Media

Certificate III in Media

This program aims to:

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

Some of the areas covered in this certificate are:

Subject	Description
Creative and Digital Media (VCDM1/VCDM2)	Units 1 & 2 <ul style="list-style-type: none"> • Develop and extend critical and creative thinking skills • Work effectively in the screen and media industries • Produce and prepare photo images • Participate in OHS processes
Creative and Digital Media (VCDM3/VCDM4)	Units 3 & 4 <ul style="list-style-type: none"> • Create 2D digital animations • Author interactive sequences • Write content for a range of media • Prepare video assets • Create visual design components

VCE/VET Subjects continued...

Music Industry

Certificate III in Technical Production

This program aims to:

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

Some of the areas covered in this certificate are:

Subject	Description
Music Industry (VMI1 / VMI2)	Units 1 & 2 <ul style="list-style-type: none"> • Work effectively with others • Manage own work and learning • Source and apply entertainment industry knowledge • Follow OHS procedures • Implement copyright arrangements • Perform basic sound editing
Music Industry (VMI3 / VMI4)	Units 3 & 4 <ul style="list-style-type: none"> • Provide sound reinforcement • Record and mix basic music demo • Apply a general knowledge of audio to work activities • Select and manage microphone and other audio input sources • Set up and disassemble audio equipment

Sport and Recreation

Certificate II and Partial Certificate III in Sport and Recreation

This program aims to:

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

Some of the areas covered in this certificate are:

Subject	Description
Sport & Recreation (VSR1 / VSR2)	Units 1 & 2 <ul style="list-style-type: none"> • Organise personal work priorities and development • Provide First Aid • Participate in workplace health and safety • Use of social media tools for collaboration and engagement • Provide Quality service
Sport & Recreation (VSR3 / VSR4)	Units 3 & 4 <ul style="list-style-type: none"> • Conduct basic warm-up and cool-down programs • Facilitate groups • Undertake risk analysis of activities • Plan and conduct programs • Educate user groups

