# Table of Contents

## Introduction

- Why do you need this guide? ................................................................. 5

## Important Considerations in Choosing a Pathway

- VCE - The Traditional Path ............................................................... 6
- VCAL - The “Hands On” Alternative .................................................. 8
- Vocational Education and Training (VET) ......................................... 8

## Key Principles for Choosing a VCE Program

- General Guidelines for choosing VCE subjects ................................. 11

## Inter Campus Studies

- Levies ........................................................................................................ 13

## VCE Subjects

- Accounting Units 1 and 2 ................................................................. 14
- Biology Units 1 and 2 ........................................................................... 15
- Biology Units 3 and 4 .......................................................................... 16
- Business Management Units 1 and 2 .................................................. 17
- Business Management Units 3 and 4 .................................................. 18
- Chemistry Units 1 and 2 ...................................................................... 19
- Chemistry Units 3 and 4 ...................................................................... 20
- Computing Units 1 & 2 ........................................................................ 22
- Informatics Units 3 and 4 ................................................................. 22
- English Units 1 and 2 ............................................................................ 23
- Food Technology Units 1 and 2 .......................................................... 27
- Food Technology Units 3 and 4 .......................................................... 27
- Geography Units 3 and 4 ..................................................................... 28
- German Units 1 and 2 .......................................................................... 29
- German Units 3 and 4 .......................................................................... 30
- Health & Human Development Units 1 and 2 ...................................... 31
- Health & Human Development Units 3 and 4 ...................................... 32
- History Units 1 and 2 ........................................................................... 33
- History Units 3 and 4 ........................................................................... 34
- Legal Studies Units 1 and 2 ............................................................... 35
- Legal Studies Units 3 and 4 ............................................................... 36
- Literature Units 1 and 2 ....................................................................... 37
- Literature Units 3 and 4 ....................................................................... 38
- Mathematical Courses ....................................................................... 39
VET Subjects

Certificate III in Christian Ministry ................................................................. 69
Certificate II in Automotive Studies (Mechanical) 22015VIC .............................. 70
Certificate II in Building and Construction (Carpentry) 22216VIC - Part. Comp. .... 71
Certificate III in Catering Operations - SIT31013 .............................................. 72
Certificate III in Early Childhood, Education & Care - CHC30113 ...................... 73
Certificate II in Engineering Studies - 22209VIC ............................................... 74
Certificate II in Hairdressing - SIH20111 .......................................................... 75
Certificate III in Information, Dig. Media, Games Creation (Part. Comp.) - ICA30111 ... 76
Certificate II in Outdoor Recreation - SIS20213 ............................................... 77
Introduction

Why do you need this guide?

We offer VCE Units in over 30 different subjects. As a “hands on” alternative, we also offer VCAL programs. Through our partnerships with other local schools and TAFE Institutions, our VCAL and VCE students can also choose from a variety of different vocational (VET) courses.

So how do you choose?

When it comes to selecting the subjects you will undertake in Years 11 and 12, it is extremely important that wise and well informed decisions are made. This Pathways Guide is designed to give students a general overview of what programs of study are available, and which topics, subjects and skills will need to be VCE - The traditional pathway studied to achieve success within these programs.

VCAL - The Hands on approach

The first and most fundamental decision you need to make is “Will I undertake a VCAL or a VCE program”? These two alternative pathways are described in the first section of this Handbook.

Once you have made this decision, you can make a more detailed consideration of the options and subjects available within each pathway, by proceeding to the VCE, VCAL and VET sections of the Handbook.

Please note:

The subject outlines included in this Course Selection Guide are for the purpose of informing students of possible subject choices. Flinders Christian Community College does not guarantee that all of the listed subjects will be running next year, as this will depend on the numbers of students choosing each subject.
Important Considerations in Choosing a Pathway

FCCC Carrum Downs offers Senior School certificates regulated by the Victorian Curriculum and Assessment Authority. The two alternative certification pathways are the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). Students may also undertake Vocational Education and Training (VET) as part of their personal VCE or VCAL program.

The two different learning pathways cater for students’ different gifts and aspirations. From the outset, it is vitally important that you understand the distinctive differences between VCE and VCAL. This is because you cannot use the same Units of study to get both certificates.

VCE - The Traditional Path

This is the most popular Year 11-12 educational pathway for Victorian students.

- Students at Flinders take 6 subjects in Year 11 and 5 subjects in Year 12.
- Students can commence their studies by taking a VCE subject in Year 10 (conditions apply).
- VCE is the main route by which Victorian school leavers gain access to University and Higher Education courses.
- Students who take VCE examinations in Year 12 can obtain an Australian Tertiary Admissions Ranking (ATAR); an ATAR is normally required for University applications.
Options within the VCE

• FCC Carrum Downs offers VCE Units in over 30 different subjects.

• Students can study for a VCE (Baccalaureate) - see below.

• If a VCE subject that interests you is not available at the school, you may be able to study it via Distance Education. (This involves an additional fee).

• Language courses studied via distance education are delivered through the Victorian School of Languages. (This involves an additional fee).

• High-performing students can choose Higher Education Studies or an Extended Investigation as VCE Units in Year 12.

• VCE can include a Vocational Education and Training (VET) course, connecting a student’s studies to industry or the workplace. (This involves an additional fee).

VCE (Baccalaureate)

The VCE (Baccalaureate) provides additional academic recognition for those VCE students who undertake the demands of studying both higher level mathematics and a language. To be eligible, the student must satisfactorily complete the following VCE program of study:

- A Unit 3 and 4 sequence in English or Literature with a study score of 30 or above;
- A Unit 3 and 4 sequence in either Mathematics Methods (CAS) or Specialist Mathematics;
- A Unit 3 and 4 sequence in a VCE Language;
- At least two other Unit 3 and 4 sequences.
VCAL – The “Hands On” Alternative

While the VCE is a good choice for students who would like to go on to further education at university, some students feel that this is not the right option for them. The VCAL is an accredited alternative senior secondary qualification undertaken in Years 11 and 12, for students who do not intend or expect to go to University upon leaving school.

- Students who do the VCAL are likely to be interested in starting an apprenticeship, getting a job after completing school, or going on to further work-related training at a Technical and Further Education (TAFE) institute.
- The VCAL is based on hands on learning, also known as applied learning.
- The VCAL also places strong emphasis on workplace learning and community service.
- Accredited modules and units must be selected for the following four compulsory strands:
  1. Literacy and Numeracy Skills
  2. Work Related Skills
  3. Industry Specific Skills
  4. Personal Development Skills

- VCAL students should select the specific VCAL Literacy and VCAL Personal Development Skills described below.
- To complete the Industry Specific Skills Strand, VCAL students must take a VET course in both Years 11 and 12.
- VCAL Numeracy and Work-Related Skills can be demonstrated by the satisfactory completion of relevant VCE Units. (For further information regarding these subjects please contact the VCAL Coordinator.
- The VCAL does not provide students with an ATAR.

Vocational Education and Training (VET)

Vocational Education and Training (VET) provides an opportunity for schools, training institutes and industry to work together. TAFE Colleges and accredited Secondary Colleges offer courses that provide specific work-related training.

- Successful completion of a VET course results in the award of a nationally recognised certificate.
- VET certificates are essential for the completion of the VCAL.
- Successful completion of some VET courses can contribute to satisfactory completion of the VCE, and some may contribute points to a student’s ATAR (Australian Tertiary Admission Ranking).
- Our students have access to a variety of courses, primarily delivered at the Chisholm Institute (Frankston TAFE).
Please note:

- VET courses take place off-site and participants need to make their own travel arrangements.
- VET courses carry an additional fee.
- Some VET courses take place in school time which may result in a VCE student missing timetabled classes and having to catch up.
Learning Pathways

**VCE**
Victorian Certificate of Education
- Usually 20-24 units
- >30 different studies available

Please Note: A VET subject is optional

**VCAL**
Victorian Certificate of Applied Learning
- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills

Please Note: A VET subject is compulsory

---

**VET (Vocational Education and Training)**
- Training (TAFE, VETis or other RTO)
- School-Based Apprenticeships (SBA)
- Structured Workplace Learning
- Other Traineeships

Completion of VCE:

- Employment/Apprenticeship/Traineeship/Workplace Learning
- TAFE Certificate II/III/IV, Diploma, Advanced Diploma

Completion of VCAL:

- University
Key Principles for Choosing a VCE Program

The best advice is to choose VCE subjects (studies) which:

- **The student enjoys** - as these are generally the areas where the most success is met;
- **The student achieves well in** - success is generally a positive motivating factor;
- **The student may need for future study or work** - prerequisite studies must be completed;
- **Will maintain and develop the student’s special skills and talents.**

General Guidelines for choosing VCE subjects

- Find out if there are any pre-requisites for your chosen career or intended future study. Universities and TAFE Colleges annually publish (VICTER) the list of pre-requisites for both Units 1 & 2 and Units 3 & 4 for all tertiary courses. Students should ensure that these pre-requisite studies are included in their program at the appropriate level.

- The VCE is a minimum two-year program and some studies are best attempted at Units 3 & 4 by completing some preparatory studies at Units 1 & 2. For example, if you wish to pursue Physics Units 3 & 4, it would be sensible to plan on completing Physics Units 1 & 2.

- For access to VCE subjects in Mathematics and Science, students should check now that they are in the correct classes and achieving at the recommended academic level. It may be too late to fix this later.

- Some Universities and TAFE Colleges have specified that some units must be taken at Unit 1& 2 level in addition to taking the same study at Unit 3 & 4 level to gain tertiary entrance.

- Students should aim to have a balanced course. Many students wish to change direction even in the last two years of schooling and this may not be possible if a narrow range of options has been chosen. The best idea is to keep as many options open for as long as possible.

- Students who choose subjects that they enjoy and are able to perform well in, generally achieve higher academic results, than those who choose difficult subjects.

- More difficult subjects contribute more highly to the ATAR. When a student achieves the same level of scored performance in two subjects at VCE Units 3&4, the score obtained for the more difficult subject contributes more “points” to the ATAR calculation.

- Students entering Year 10 may have the option of studying ONE VCE subject via the acceleration program.
Inter Campus Studies

Inter Campus Studies (previously known as Blended Learning) provides an exciting and innovative opportunity for students that combines face-to-face teaching via video conferencing and online course material with a teacher based at either the Carrum Downs, Latrobe City or Tyabb campuses. Courses offered by Inter Campus Studies have operated at the college for a number of years. This style of learning is now becoming commonplace at Tertiary Institutions. It encourages students to become responsible for their own learning and develops self-reliance and independence within a supportive environment. The subjects offered in via Inter Campus Studies can vary from year to year depending on student numbers and staffing.

The reasons for the College offering Inter Campus Studies are many, but in summary they are to:

- Enhance the communication channels that are available to teachers and students to improve student learning outcomes
- Harness the increasingly rich internet based media that students use as a 'matter of course' outside the College, including 'Web 2.0 tools'
- Harness the improved ICT capabilities of the College so our approach to teaching and learning becomes increasingly sophisticated and continues to be the best practice in school education
- Extend the number of subjects able to be taught at each campus by including a mix of students from the Carrum Downs, Latrobe City or Tyabb campuses in the student cohort. Every year there are subjects that we would like to be able to run, but the numbers are too small for that subject to operate effectively. This new direction means there is a greater likelihood that subjects with smaller numbers at any one campus will run. It also means that fewer students will need to take the Distance Education option for specialist subjects they want to study.

The College conducts a year-by-year review of which subjects will run as ICS courses.
Levies

There are some elective subject streams which incur additional levies. The below costs are **indicative only** based on the 2016 curriculum and are subject to change.

**Year 10**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Total</th>
<th>Subject</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science: Advanced</td>
<td>$47.00</td>
<td>Food Technology</td>
<td>$50.00 per Semester</td>
</tr>
<tr>
<td>Science: General</td>
<td>$47.00</td>
<td>Textiles</td>
<td>$20.00 per Semester</td>
</tr>
<tr>
<td>History</td>
<td>$88.00</td>
<td>Drama</td>
<td>$154.00</td>
</tr>
<tr>
<td>Physical Education</td>
<td>$30.00 per Semester</td>
<td>Commerce</td>
<td>$36.00</td>
</tr>
<tr>
<td>Outdoor Education (inc. camp)</td>
<td>$450.00 per Semester</td>
<td>Visual Communication and Design</td>
<td>$35.00 per Semester</td>
</tr>
</tbody>
</table>

**VCE Units 1 & 2**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Total</th>
<th>Subject</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology (inc. camp)</td>
<td>$533.00</td>
<td>Business Management</td>
<td>$4.00</td>
</tr>
<tr>
<td>Chemistry</td>
<td>$21.00</td>
<td>Food &amp; Technology</td>
<td>$75.00</td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
<td>$30.00</td>
<td>Legal Studies</td>
<td>$46.00</td>
</tr>
<tr>
<td>Media</td>
<td>$35.00</td>
<td>Physical Education</td>
<td>$160.00</td>
</tr>
<tr>
<td>Outdoor &amp; Environmental Studies (inc. camp)</td>
<td>$400.00</td>
<td>Product Design &amp; Technology</td>
<td>$30.00</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>$45.00</td>
<td>Theatre Studies</td>
<td>$140.00</td>
</tr>
<tr>
<td>Visual Communication Design</td>
<td>$45.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**VCE Units 3 & 4**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Total</th>
<th>Subject</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>$173.00</td>
<td>Chemistry</td>
<td>$76.00</td>
</tr>
<tr>
<td>Food &amp; Technology</td>
<td>$100.00</td>
<td>Legal Studies</td>
<td>$45.00</td>
</tr>
<tr>
<td>Media</td>
<td>$35.00</td>
<td>Outdoor &amp; Environmental Studies</td>
<td>$350.00</td>
</tr>
<tr>
<td>Physical Education</td>
<td>$30.00</td>
<td>Physics</td>
<td>$80.00</td>
</tr>
<tr>
<td>Product Design &amp; Technology</td>
<td>$30.00</td>
<td>Psychology</td>
<td>$40.00</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>$45.00</td>
<td>Visual Communication Design</td>
<td>$45.00</td>
</tr>
</tbody>
</table>
Unit 1: Establishing and Operating a Service Business

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit. Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

Unit 2: Accounting for a Trading Business

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business. Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.
Biology Units 1 and 2

Pre-requisite/s for this subject: Students must achieve a minimum grade C in Year 10 Advanced Science. Students achieving an A in General Science may be considered.

Please Note: It is an advantage (though not a pre-requisite) to do Units 1 and 2 Chemistry concurrently with Biology Units 1 and 2.

Unit 1: How do living things stay alive?

Areas of Study
- How do organisms function?
- How do living systems sustain life?

In this unit, students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They consider the role homeostatic mechanisms play in maintaining the human body's internal environment. They analyse types of adaptations that enhance the organism's survival in a particular habitat. Students investigate how a diverse group of organisms forms a living interconnected community that is adapted to, and utilizes, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified, and the factors that affect the growth of a population.

Unit 2: How is continuity of life maintained?

Areas of Study
- How does reproduction maintain the continuity of life?
- How is inheritance explained?
- Investigation of an issue in genetics/reproductive science

In this unit, students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider their advantages and disadvantages. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined with their potential use in medical therapies. Students use chromosome theory and classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined. A student-directed research investigation into, and communication of, an issue related to genetics and/or reproductive science is also undertaken.
Biology Units 3 and 4

**Pre-requisite/s for this subject:**

Students must have obtained an S in both VCE Biology Units 1 and 2.

**Please Note:** It is an advantage (though not a pre-requisite) to do Units 3 and 4 Chemistry concurrently with Biology Units 3 and 4.

---

**Unit 3: How do cells maintain life?**

**Areas of Study**

- How do cellular processes work?
- How do cells communicate?

The cell is a dynamic system of interacting molecules and cell biology one of the most rapidly evolving disciplines in modern science. In this unit, students explore the importance of the properties of the plasma membrane in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing, the binding of enzymes and substrates, the response of receptors to signalling molecules and the reactions between antigens and antibodies. These examples highlight the importance of molecular interactions based on the complementary shapes of specific molecules. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the nature of biochemical pathways, including their components and energy transformations. Students consider the types of signalling molecules used in cellular communication, the transduction of signals within the cell and cellular responses to these signals. At the molecular level, students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

---

**Unit 4: How does life change and respond to challenges over time?**

**Areas of Study**

- How are species related?
- How do humans impact on biological processes?
- Practical investigation

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate relatedness between species and the impact of various events on a population’s gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by a process of natural selection leading to the rise of new species. Students examine changes in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics provide evidence of change through the measurement of relatedness between species. Students examine structural and cognitive trends in the human fossil record and the interrelationship between human biological and cultural evolution. The biological, social and ethical implications of humans manipulating DNA and applying biotechnologies are explored for both individuals and species.
Business Management Units 1 and 2

Pre-requisite/s for this subject:

Students wishing to undertake Units 1 & 2 Business Management must achieve a minimum grade C in both Year 10 English and History.

**IMPORTANT NOTE:** The Business Management study design is changing for 2017, but the new study design has not yet been made available by VCAA. The information below pertains to the Study Design of 2010 – 2016 and significant changes are expected.

**Unit 1 Areas of Study**

**Small Business Management**

In Unit 1, you will explore the operations of a small business and its likelihood of success. You will have the opportunity to learn about different types of businesses, their stakeholders and how businesses contribute to the Australian economy. Following this, you will apply the theory of decision making, planning and evaluating a small business to the decision making, planning and evaluation of Exo Day 2014. Finally, you will examine how small businesses plan their staffing needs, manage their staff and ensure that they are behaving in a legal and ethical manner in regards to human resources management.

**Unit 2 Areas of Study**

**Communication and Management**

In this unit students investigate genomics – the study of whole sets of genes possessed by an In this unit, you will focus on the importance of effective communication in achieving business objectives. There will be an opportunity to understand what happens when communication is ineffective too! In examining the vital function of marketing, you will have the opportunity to develop a product or service of your own and create a marketing campaign to launch and promote it. Finally, you will examine the vital function of public relations and research public relations disasters that have enveloped businesses in recent years.
Pre-requisite/s for this subject:

- Students must have obtained an S in both VCE Business Management Units 1 & 2.
- Students who have not undertaken Units 1 & 2 VCE Business Management will need a C+ in Units 1 & 2 English or Literature to be considered for Units 3 & 4.

**IMPORTANT NOTE:** The Business Management study design is changing for 2017, but the new study design has not yet been made available by VCAA. The information below pertains to the Study Design of 2010 - 2016 and significant changes are expected.

**Unit 3 Areas of Study**

**Corporate Management**

In this unit you will investigate how large-scale organisations operate by examining both the internal and external environments in which large-scale organisations conduct their business. You will then focus on aspects of a business's internal environment, developing an understanding of why businesses select the structures they do, how corporate culture is developed, the importance of leadership and how the selection of appropriate management styles and skills enable a business to achieve its objectives. Finally, you will examine the management of operations, developing an understanding of the strategies available to managers to improve productivity and achieve organisational goals.

**Unit 4 Areas of Study**

**Managing People and Change**

This unit continues the examination of corporate management. You commence with a focus on human resource management, learning about the key aspects of this function and strategies used most effectively to manage human resources. The final outcome of the course is an analysis of the management of change. You will learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.
Chemistry Units 1 and 2

**Pre-requisite/s for this subject:** Students must achieve a minimum grade C in Year 10 Advanced Science. Students achieving an A in General Science may be considered.

**Unit 1 Areas of Study**

**How can knowledge of elements explain the properties of matter?**

Students relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate percentage abundances, composition by mass and mole quantities.

**How can the versatility of non-metals be explained?**

Students investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.

**Research investigation**

Students apply and extend their knowledge and skills developed in Area of Study 1 & 2 to investigate a selected question related to materials. They apply critical and creative thinking skills, science inquiry skills and communication skills to conduct and present the findings of an independent investigation into one aspect of the discoveries and research that have underpinned the development, use and modification of useful materials or chemicals.

**Unit 2 Areas of Study**

**How do substances interact with water?**

Students relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts. They will explore water's high specific heat capacity and latent heat of vapourisation as well its solubility. Students will learn about acid-base and redox reactions as well as the pH scale.

**How are substances in water measured and analysed?**

Students will be able to measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases. They will learn about instrumentation techniques which used to determine concentrations of organic and inorganic compounds in solution.

**Practical investigation**

Students design and conduct a practical investigation into an aspect of water quality. The investigation relates to knowledge and skills developed in Area of Study 1 and/or 2 and is conducted by the student through laboratory work and/or fieldwork. The investigation requires the student to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data (which may include collecting water samples), organise and interpret the data and reach a conclusion in response to the question.
Chemistry Units 3 and 4

Pre-requisite/s for this subject: Students must have obtained an S in both VCE Chemistry Units 1 and 2.

Unit 3 Areas of Study

How can chemical processes be designed to optimise efficiency?
Students focus on analysing and comparing a range of energy resources and technologies, including fossil fuels, biofuels, galvanic cells and fuel cells, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. Students use the specific heat capacity of water and thermochemical equations to determine the enthalpy changes and quantities of reactants and products involved in the combustion reactions of a range of renewable and non-renewable fuels. Students conduct practical investigations involving redox reactions, including the design, construction and testing of galvanic cells, and account for differences between experimental findings and predictions made by using the electrochemical series. They compare the design features, operating principles and uses of galvanic cells and fuel cells, and summarise cell processes by writing balanced equations for half and overall cell processes.

How can the yield of a chemical product be optimised?
Students explore the factors that increase the efficiency and percentage yield of a chemical manufacturing process while reducing the energy demand and associated costs. Students investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. They explain reactions with reference to the collision theory including reference to Maxwell-Boltzmann distribution curves. The progression of exothermic and endothermic reactions, including the use of a catalyst, is represented using energy profile diagrams. Students explore homogeneous equilibrium systems and apply the equilibrium law to calculate equilibrium constants and concentrations of reactants and products. They investigate Le Chatelier’s principle and the effect of different changes on an equilibrium system and make predictions about the optimum conditions for the production of chemicals, taking into account rate and yield considerations. Students represent the establishment of equilibrium and the effect of changes to an equilibrium system using concentration-time graphs. Students investigate a range of electrolytic cells with reference to their basic design features and purpose, their operating principles and the energy transformations that occur. They examine the discharging and recharging processes in rechargeable cells, and apply Faraday’s laws to calculate quantities in electrochemistry and to determine cell efficiencies.

Unit 4 Areas of Study

How can the diversity of carbon compounds be explained and categorised?
Students explore why such a vast range of carbon compounds is possible. They examine the structural features of members of several homologous series of compounds, including structural isomers, and learn how they are represented and named. Students investigate trends in the properties of various organic families of compounds. They study typical reactions of organic families and some of their reaction pathways, and write balanced chemical equations for organic syntheses.
Students learn to deduce the structure and identity of organic compounds by interpreting data from mass spectrometry, infrared spectroscopy and proton and carbon-13 nuclear magnetic resonance spectroscopy.

**What is the chemistry of food?**
Students study the major components of food with reference to their structures, properties and functions. They examine the hydrolysis reactions in which foods are broken down, the condensation reactions in which new biomolecules are formed and the role of enzymes, assisted by coenzymes, in the metabolism of food.
Students study the role of glucose in cellular respiration and investigate the principles of calorimetry and its application in determining enthalpy changes for reactions in solution. They explore the differences in structures of natural and artificial sweeteners, the chemical significance of the glycaemic index of foods, the rancidity of fats and oils, and the use of the term ‘essential’ to describe some amino acids and fatty acids in the diet.

**Practical investigation**
A student-designed or adapted practical investigation related to energy and/or food is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4.

The investigation requires the student to identify an aim, develop a question, formulate a hypothesis and plan a course of action to answer the question and that complies with safety and ethical requirements. The student then undertakes an experiment that involves the collection of primary qualitative and/or quantitative data, analyses and evaluates the data, identifies limitations of data and methods, links experimental results to science ideas, reaches a conclusion in response to the question and suggests further investigations which may be undertaken.
Computing Units 1 & 2

Pre-requisite/s for this subject: Nil

Unit 1 Areas of Study
In this unit, students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. We will investigate data gathering and visualisation to carry out an investigation, producing a graphical representation of the data. We will also develop an understanding of networking concepts, and work collaboratively to understand and present findings on a range of issues concerning IT users.

Unit 2 Areas of Study
This unit focuses on developing IT skills to be used in enterprise. Students will investigate a programming language (PHP) and develop an understanding of the fundamentals of learning the art of programming. We will then focus on data management, using MS Access to build database solutions to store and process data. Students will also carry out an investigation on a range of data sets, visualising the data to bring insights to the information provided.

Informatics Units 3 and 4

Pre-requisite/s for this subject: Nil

Unit 3 Areas of Study
Organisations and Data Management
Students will investigate how and why organisations acquire and share data online. They will also deepen their skills in building a relational database management system using MS Access. Students will also come to understand the legal implications of collecting and storing data and the responsibilities organisations have therein.

Data Analytics: drawing conclusions
Students will use skills in data analytics to select, reference, organise, manipulate and interpret data to draw conclusions about a hypothesis. We will investigate a range of public datasets to develop a point of view on a certain issue that can be explored using the data sourced. In this unit, students will begin Part 1 of a SAT that will carry over into Unit 4.

Unit 4 Areas of Study
Data analytics: presenting the findings
In Unit 4, students develop a multi-modal online solution in a response to their data analytics work in the previous Outcome. They will demonstrate skills interpreting and visualising data, and in developing media and online content to complete this element of their SAT work.

Information Management
In the final outcome of the Informatics course, students investigate the components of an information system and its role in managing the information of an organisation. Students will examine threats to data and develop an understanding of the strategies needed to protect data from physical or logical threats. We shall investigate the key legal requirements of organisation in respect to data collection and ethical dilemmas that may be faced.
English Units 1 and 2

**Pre-requisite/s for this subject:** Students must achieve a minimum grade C in Year 10 English.

**Unit 1 Areas of Study**

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

**Reading and creating texts**

In this area of study students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read. They develop analytical responses dealing with the ways in which texts convey meaning and various points of view on key issues. They include textual evidence appropriately and craft their writing for convincing and effective presentation. In developing creative responses to texts, students explore how purpose and audience affect the choices they make as writers in developing ideas and planning work, making choices about structure, conventions, and language to develop voice and style.

**Analysing and presenting argument**

In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader. Students consider the contention of texts; the development of the argument including logic and reasoning, tone and bias; and the intended audience. Students consider how authors craft texts to support and extend the impact of an argument. In considering the presentation of arguments in oral form, students also learn about the conventions of oral communication for persuasive purposes.

**Unit 2 Areas of Study**

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

**Reading and comparing texts**

In this area of study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader’s understanding of one text is broadened and deepened when considered in relation to another text. Students explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts. Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied. They use the features of written analysis and textual evidence soundly and
appropriately, dealing in detail with the ideas encountered in the texts. They draft, revise, edit and refine for technical accuracy, and for clear, coherent and effective presentation of the insights gained through comparison.

**Analysing and presenting argument**

In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. Students consider a range of texts where the primary purpose is to convince an audience to share a point of view. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience. Students practise developing and presenting reasoned points of view on issues of contemporary social relevance. In constructing arguments students focus on the logical development of their own ideas, and select evidence and language to support their arguments. In addition to developing critical analysis of the use of language and the presentation of argument in texts, students practise presenting arguments and points of view in writing.
English Units 3 and 4

Pre-requisite/s for this subject: Students must have obtained an S in both VCE Units 1 & 2 English or Literature.

Unit 3 Areas of Study:

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Reading and creating texts

In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts. Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning and using textual evidence to support their responses. Students present sustained creative responses to selected texts, demonstrating their understanding of the world of the texts and how texts construct meaning. In developing a creative response, they explore issues of purpose and audience and make key choices about structure, conventions and language.

Analysing argument

In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. The texts must have appeared in the media since 1 September of the previous year. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader. Considering information about the purpose, audience and context of a text, students explore the argument of a persuasive piece, and the way written, spoken and visual language is used. In considering these, students examine the ways that persuasive language is used to express an argument and how this may strengthen or detract from the intended impact of a text.

Unit 4 Areas of Study

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

Reading and comparing texts

In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences. Students produce a written analysis comparing selected texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values. Through discussion and preparatory drafting, they compare in detail the ideas encountered in the texts and the features of the texts on which the comparison is based.
Presenting argument

In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year. This area of study focuses on the construction of persuasive texts. Students use their understanding of argument and language as the basis for the development of an oral presentation of their points of view. Students draw on their knowledge to express their viewpoints through arguments and persuasive language selected specifically to position an audience. Students also consider how oral conventions may be used to influence the audience and refine these through rehearsal.
Food Technology Units 1 and 2

**Pre-requisite/s for this subject:** Nil

**Unit 1 Areas of study**
In this unit students will be able to explain and apply safe and hygienic work practices when storing, preparing and processing food. They are able to analyse the physical, sensory, chemical and functional properties of key foods and select, prepare and process foods safely and hygienically to optimise these.

**Unit 2 Areas of study**
In this unit students will be able to use a range of tools and equipment to demonstrate skills and implement processes in the preparation, processing, cooking and presentation of key foods to maximise their properties. They also are able to individually, and as a team member, use the design process to plan safely and hygienically, prepare and evaluate meals for a range of contexts.

Food Technology Units 3 and 4

**Pre-requisite/s for this subject:** Nil

**IMPORTANT NOTE:** The Food Technology study design is changing for 2017, but the new study design has not yet been made available by VCAA. The information below pertains to the Study Design of 2016 and significant changes are expected.

**Unit 3 Areas of study**
In this unit students should be able to explain the roles and responsibilities of and the relationship between national, state and local authorities in ensuring and maintaining food safety within Australia. They should also be able to demonstrate understanding of key foods and the primary and secondary processes that are applied to them. They examine the natural food components of key foods and analyse how their functional properties may have an impact on food preparation and processing techniques. Students explore and apply a range of cooking, food preparation, processing and preservation techniques of key foods, while following food safety and hygiene requirements. Students are also required to be able to develop a design brief, evaluation criteria and a design plan for the development of a food product.

**Unit 4 Areas of study**
In this unit students will learn to safely and hygienically implement the production plans for a set of 4 to 6 food items that comprise the product, evaluate the sensory properties of the food items, evaluate the product using the evaluation criteria and evaluate the efficiency and effectiveness of production activities. Also, students should be able to analyse driving forces related to food product development, analyse new and emerging food products, and explain processes involved in the development and marketing of food products.
Geography Units 1 and 2

These units are not being offered in 2017.

Geography Units 3 and 4

Pre-requisite/s for this subject:
- This subject is available to Year 11's to undertake as their acceleration subject, but is also available to Year 12 students. Year 11 students who wish to be considered for acceleration in Geography need to achieve a minimum grade C in both Year 10 English and History.
- For Year 12 students, there are no pre-requisites.

Unit 3: Changing the Land

This unit focuses on two investigations of geographical change - change to land cover, and change to land use. In Area of Study 1, students investigate the processes and impacts of changed land use using primary data collected through fieldwork, and secondary sources. This change may have occurred recently, may be underway, or may be planned for the near future. In Area of Study 2, students undertake an overview of global land cover and changes that have occurred over time. They investigate three major processes that are changing land cover: deforestation, desertification, and melting glaciers and ice sheets. They will evaluate three different global responses to the impacts of land cover change, one for each process.

Unit 4: Human Population - Trends and Issues

In this unit, students investigate the geography of human populations. They explore patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to these changes in different parts of the world. In Area of Study 1, students undertake an overview of world population distribution and growth, before investigating the dynamics of population change over time and space. Students study forced and voluntary, and internal and external population movements, and how they can be long term or short term. In Area of Study 2, students undertake investigations into two significant population trends that have developed in different parts of the world: a growing population of one country and an aging population of another country. Students investigate issues arising from each population trend, the challenges that arise in coping with the issues, and their interconnection with population dynamics, evaluating government and/or non-government strategies used in response to these issues and challenges.
German Units 1 and 2

Rationale
The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of German develops students’ ability to understand and use a language which has long been recognised as a world language of culture, music, theology and philosophy, as well as a key language in the fields of science, medicine, economics and technology. German-speaking countries have emerged as strong international leaders in trade, commerce and politics, and the ability to communicate in German, in conjunction with other skills, enhances students’ opportunities in a wide range of vocational areas.

Unit 1 Areas of Study
For this unit the student is required to demonstrate achievement of three outcomes. On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience. Should be able to listen to, read and obtain information from spoken and written texts and to produce a personal response to a text focusing on real or imaginary experience. Key knowledge and skills:

- communicate in a range of text types, for example, letter, fax, email, by telephone, as well as face-to-face;
- use appropriate pronunciation, intonation, stress, pitch, spelling and punctuation;
- convey gist and global understanding as well as items of specific detail;
- identify key words, main points and supporting ideas;
- use structures related to explaining, describing, comparing, speculating and commenting on past, present and future events and experiences;

The topics covered include personal identity, youth issues, relationships, education, work and study. Students explore family dynamics, peer pressure and friendships, love and other catastrophes and will get information and advice on how to cope with youth issues.

Unit 2 Areas of Study
On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions. They should be able to listen to, read, and extract and use information and ideas from spoken and written texts and give expression to real or imaginary experience in spoken or written form. Key knowledge and skills:

- use structures related to asking for or giving advice or assistance, suggesting, explaining, making plans, justifying and persuading
- infer meaning from linguistic and contextual features;
- summarise, explain and contrast ideas and information from different texts or different parts of the one text;
- sequence main ideas/events/characters and develop ideas logically;

Health, leisure activities, religion, the environment and the arts are additional areas of study.
German Units 3 and 4

Pre-requisite/s for this subject: Student must have obtained an S in VCE Unit 1 & 2 German.

Unit 3 Areas of Study

On completion of this unit the student should be able to express ideas through the production of original texts, be able to analyse and use information from spoken texts and to exchange information, opinions and experiences.

Key knowledge and skills:

- use a range of relevant text types
- show knowledge of first- and third-person narrative perspectives;
- vary language for audience, context and purpose, and change style and register appropriately;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation
- present and comment on factual information
- use registers for familiar and unfamiliar audiences

The topics covered include literature - fairytales, legends, poetry, German history, travel and tourism. Students will get the latest news and info on the German arts and literature scene. From fairytales to stage plays, they get it covered and now can live happily ever after... Then students take a look back at the last 50 years of German history to explore what it means to be German today. A land divided is once again united, but have the scars healed?

Unit 4 Areas of Study

On completion of this unit the student should be able to analyse and use information from written texts. Should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of German speaking communities.

Key knowledge and skills:

- identify similarities and differences between texts and find evidence to support particular views.
- compare and contrast aspects of different texts on a similar topic;
- show knowledge of and use of text types;
- identify and comment on culturally specific aspects of language, behaviour or attitude;
- show an awareness that different social contexts require different types of language;

Students will engage with a variety of substantial texts to prepare their detailed study. There are lots of different things to read, listen to and learn about. They can also find out about the hottest holiday destinations and study tours as well as some other great places in the German-speaking world. And that's just to name a few!
Health & Human Development Units 1 and 2

Pre-requisite/s for this subject: Nil

Unit 1 Areas of Study

The Health and Development of Australia’s Youth
In this unit, students are introduced to the concepts of health and human development and explore the interrelationship that exists thin and between them. The focus then turns to Australia’s youth as students identify factors and health issues that impact on the health and development of Australia’s youth. Students investigate how biological, behavioural, physical environment and social environment determinants influence youth health and individual human development.

Unit 2 Areas of Study

Individual Human Development and Health Issues
In this unit, students explore factors that affect the health and individual human development of Australia’s adults and children. They investigate how determinants of health influence dimensions, health and various stages of development. Students also analyse selected health issues faced by Australia’s health system as well as community and government action.
Health & Human Development Units 3 and 4

Pre-requisite/s for this subject: Nil

Unit 3: Australia’s Health

Area of Study 1: Understanding Australia’s health

In this area of study students develop understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students use key health measures to compare health in Australia and analyse how determinants of health contribute to variations in health status. Students examine the NHPAs, analyse initiatives designed to promote health and come to understand that nutrition is an important factor.

Area of Study 2: Promoting health in Australia

This area of study examines different models of health and health promotion. Students investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives. They examine the role of government and non-government organisations in providing programs and support for the promotion of healthy eating.

Unit 4: Global Health and Development

Area of Study 1: Introducing global health and human development

This area of study explores global health, human development and sustainability. Students identify similarities and differences in the health status between people living in developing countries and Australians, and analyse reasons for the differences. The role of the United Nations’ Sustainable Development Goals is investigated in relation to achieving sustainable improvements in health status and human development.

Area of Study 2: Promoting global health and human development

This area of study explores the role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development. Students consider strategies designed to promote health and sustainable human development globally, as well as Australia’s contribution to international health programs and contributions to non-government organisations.
History Units 1 and 2

Pre-requisite/s for this subject: Students must achieve a minimum grade C in both Year 10 English and History.

Unit 1: Twentieth Century History 1918 - 1939
In this unit you will explore the events, ideologies and movements of the period after World War One, the emergence of conflict, and the causes of World War Two. You will investigate the impact of the treaties which ended the Great War and which redraw the map of Europe, breaking up the former empires of the defeated nations.

Topics include:
- Post World War One and the origins of new ideologies like socialism, communism and fascism in the interwar period.
- Special studies of the Nazi rise to power and the Russian Revolution.
- Events leading the world to World War II
- Social and cultural change, featuring Germany under Nazism, Russian under the Bolsheviks, and the United States under democracy.

Unit 2: Twentieth Century History 1945 - 2000
Within this unit, you will consider some of the major themes and principal events of post - World War Two history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings.

Key topics that you will look at are:
- Post-World War Two Europe featuring the Cold War, the division of Germany and Berlin, the Cuban missile crisis, the Vietnam war and the end of the Cold War.
- Martin Luther King’s Civil Rights movement and its inspiring achievements.
- The anti-apartheid movement in South Africa.
- The Rwandan Genocide.
- The Arab-Israeli conflict.
History Units 3 and 4

Pre-requisite/s for this subject: Nil

Unit 3: The American Revolution (1756 – 1789)
In this unit we look at how Britain ‘lost’ the colonies and how a group of colonials invented a system of government and a philosophy of liberty that echoes down through the ages. “No taxation without representation” became the catch cry, especially for such luminaries like Benjamin Franklin, John and Sam Adams and Thomas Jefferson. Who wrote the famous “Declaration of Independence” which has inspired so many nations down the centuries, including Ho Chi Minh from Vietnam. Where does the famous first American President, George Washington, fit into all this? And why him?

In this unit you will learn:

- How on earth did the rag tag militia/ armies of the American colonies, under the leadership of Washington, defeat the mighty armies of the British Red Coats after twelve years of fighting in the War of Independence?
- How come France helped them so much?
- How did they create a new society under a republic when no one had lived without a monarchy before on either side of the Atlantic?
- Why did it take them so long?
- What is so famous about the much vaunted American Constitution and the Bill of Rights anyway?.

Unit 4: The Russian Revolution (1905-1927)
If the American Revolution was a monument, it would be the ‘Statue of Liberty’. For the Russian Revolution, it would be a statue of Lenin, the audacious and ruthless Marxist visionary who led the fledgling Bolshevik party from relative obscurity to power in the 1917 Revolution. Did you know there were three Russian Revolutions? One in 1905 and two in 1917, March and November respectively? Crazy eh! How did the Bolsheviks consolidate their power by the time of Lenin’s premature death in 1924? And how did Josef Stalin become the virtual Red Tsar by 1927?

In this unit you will learn about:

- How the Russian Revolution of 1905 impacted on Tsar Nicholas II.
- The Tsars many failures to head off the ‘gathering storm’ of revolution, particularly in dealing with the “Mad Monk” Rasputin.
- Why the Tsar abdicated from the 300-year old Romanov throne in March, 1917, ushering in the first Revolution of that year.
- The failure of the Provisional Government, led by Kerensky.
- The political and military impact of World War One on Russia.
- The seductive call of the Bolsheviks, including Lenin and Trotsky for “Peace, Bread and Land” and how the Bolsheviks literally “picked up power off the streets” in November, 1917.
- How Russia descended quickly into Civil War between the “Reds” and the “Whites”.
- The role of the “Red Terror” in saving the Revolution from its enemies within?
**Legal Studies Units 1 and 2**

**Pre-requisite/s for this subject:** Students must achieve a minimum grade C in both Year 10 English and History.

---

**Unit 1 Areas of Study**

In Unit 1, you will investigate the need for laws in society. You will investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases, you will learn about different types of crimes (from driving offences to murder) and explore your rights and responsibilities under criminal law. You will also consider the role of parliament and subordinate authorities in law-making. You will learn about the processes and procedures followed by courts in hearing and resolving criminal cases. You will explore the main features and operations of criminal courts and consider the effectiveness of the criminal justice system in achieving justice.

**Unit 2 Areas of Study**

In Unit 2, you will examine the rights that are protected by civil law, as well as obligations that civil laws impose. You will investigate types of civil laws, such as negligence and defamation. Through consideration of civil law cases, you will develop an appreciation of the role of civil law in society and how it affects you as an individual. You will also learn about the resolution of civil disputes through judicial determination, tribunals and alternative methods (such as mediation). You will examine these methods of dispute resolution and evaluate their effectiveness.
Legal Studies Units 3 and 4

Pre-requisite/s for this subject: Students who have not done VCE Legal Studies Units 1 & 2 must achieve a minimum grade B in both VCE Units 1 & 2 English or Literature.

Unit 3 Areas of Study
In Unit 3, you will develop an understanding of the institutions that determine our laws, and their law-making powers and processes. You will undertake an informed evaluation of the effectiveness of law-making bodies, such as parliament, and examine the need for the law to keep up to date with changes in society.

You will develop an understanding of the importance of the Australian Constitution to society and undertake a comparative analysis with the Constitution of the United States of America. You will learn about the role played by the High Court of Australia in interpreting and enforcing the Constitution, and ensuring that parliaments do not act outside their areas of power nor infringe protected rights. Finally, you will investigate the nature and importance of courts as law-makers and undertake an evaluation of their effectiveness as law-making bodies.

Unit 4 Areas of Study
In Unit 4, you will examine the institutions that adjudicate criminal cases and civil disputes. You also investigate methods of dispute resolution that can be used as an alternative to civil litigation (such as mediation). You will investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Using the elements of an effective legal system, you will consider the extent to which court processes and procedures contribute to the effective operation of the legal system. In addition, you consider reforms or changes that could further improve its effective operation.

Throughout this unit, you will examine current or recent cases to support your learning, and apply legal principles to these illustrative cases.
Literature Units 1 and 2

Pre-requisite/s for this subject: Students must achieve a minimum grade C in Year 10 English.

Unit 1 Areas of Study

Area of Study 1: Reading practices

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape responses to text. They engage with other views about texts and develop an awareness of how these views may influence and enhance their own reading of a text. They develop an awareness of initial readings of texts against more considered and complex response to texts.

Area of Study 2: Ideas and concerns in texts

In this area of study students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society. Students learn to select and discuss aspects of the texts that facilitate their interpretation and understanding of the point of view being presented. They consider those facets of human experience that are seen as important within the texts and those that are ignored or disputed. They examine the ways texts explore different aspects of the human condition.

Unit 2 Areas of Study

Area of Study 1: The text, the reader and their contexts

In this area of study students focus on the interrelationships between the text, readers and their social and cultural contexts. Students reflect upon their own backgrounds and experience in developing responses to texts from a past era and/or another culture. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the period or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance. They examine and reflect on how the reader’s interpretation is influenced by what they bring to the text. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

Area of Study 2: Exploring connections between texts

In this area of study students focus on the ways that texts relate to and influence each other. Students learn that meanings of texts are evolving and open to a range of interpretations and change in relation to other texts. Students consider how the reading of a text can change according to the form of the text and its context. They investigate and analyse how different interpretations of texts are influenced by language features and structures.
Literature Units 3 and 4

Pre-requisite/s for this subject: Students must have obtained an S in both VCE Units 1 & 2 English or Literature.

Unit 3 Areas of Study

Area of Study 1: Adaptations and transformations

In this area of study students focus on how the form of text contributes to the meaning of the text. Students develop an understanding of the typical features of a particular form of text and how the conventions associated with it are used, such as the use of imagery and rhythm in a poem or the use of setting, plot and narrative voice in a novel. Students use this understanding to reflect upon the extent to which changing the form of the text affects its meaning. By exploring adaptations, students also consider how creators of adaptations may emphasise or understate perspectives, assumptions and ideas in their presentation of a text.

Area of Study 2: Creative responses to texts

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as form changes to construct their own creative transformations of texts. They learn how writers develop images of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text and speculate about the writer’s purpose. In their adaptation of the tone and the style of the original text, students develop an understanding of the concerns and attitudes explored.

Unit 4 Areas of Study

Area of Study 1: Literary perspectives

In this area of study students focus on how different readings of texts may reflect the views and values of both writer and reader. Students consider the ways in which various interpretations of texts can contribute to understanding. They compare and analyse two pieces of literary criticism reflecting different perspectives, assumptions and ideas about the views and values of the text studied. Students identify the issues, ideas and contexts writers choose to explore, the way these are represented in the text/s and the cultural, social, historical and ideological contexts in which they were created. Students enquire into the ways readers may arrive at differing interpretations about a text and the grounds on which they are developed. Through close attention to two pieces of literary criticism reflecting different perspectives, students develop their own response to a text.

Area of Study 2: Close analysis

In this area of study students focus on detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific features and/or passages in a text contribute to their overall interpretations. Students consider features of texts including structure, context, ideas, images, characters and situations, and the language in which these are expressed. They develop their interpretations using detailed reference to the text, logical sequencing of ideas and persuasive language.
Mathematical Courses

Possible Mathematical pathways:

1. **Engineering, Mathematical Sciences, Medicine etc.**
   - Units 1 and 2: Mathematical Methods and Specialist Mathematics
   - Units 3 and 4: Mathematical Methods and Specialist Mathematics

2. **Economics, Accounting, General Science Courses, Veterinary Science etc.**
   - Units 1 and 2: Mathematical Methods
   - Units 3 and 4: Mathematical Methods

3. **General Business, Financial Courses**
   - Units 1 and 2: General Mathematics
   - Units 3 and 4: Further Mathematics

4. **General Course with completion of Year 12 Mathematics**
   - Units 1 and 2: General Mathematics
   - Units 3 and 4: Further Mathematics

5. **Terminal Course**
   - Units 1 and 2: Foundation Mathematics or General Mathematics

**Note:** Other combinations of courses may be available to students.
Foundation Mathematics Units 1 and 2

This course is designed for students who do not wish to undertake VCE Mathematics at Units 3 and 4 and who do not plan to undertake university studies. It aims to prepare students for the workplace where a basic, practical knowledge of Mathematics is required.

The areas of study are:
- Space, shape and Design
- Pattern and Number
- Data
- Measurement

General Mathematics Units 1 and 2

Pre-requisite/s for this subject: Students must obtain a minimum grade C in Year 10 General Mathematics.

Units 1 and 2 - Areas of Study

Algebra and Structure
Representation and manipulation of linear relations and equations, including simultaneous linear equations, and their applications in a range of contexts.

Arithmetic and Number
Mental, by-hand and technology assisted computation with rational numbers, practical arithmetic and financial arithmetic, including estimation, order of magnitude and accuracy.

Graphs of Linear and non-linear relations
Continuous models involving linear and non-linear inequalities and programming, and variation

Discrete mathematics
Matrices, graphs and networks, and number patterns and recursion, and their use to model practical situations and solve a range of related problems

Trigonometry, Geometry and Measurement
Shape, measurement and trigonometry and their application to formulating and solving two- and three-dimensional problems involving length, angle, area and surface area, volume and capacity, and similarity and the application of linear scale factors to measurement

Statistics
Representing, analysing and comparing data distributions and investigating relationships between two numerical variables, including an introduction to correlation
Further Mathematics Units 3 and 4

**Pre-requisite/s for this subject:** Students must obtain an S in VCE Units 1 & 2 General Mathematics.

**Units 3 and 4 - Areas of Study**

**Core: Data Analysis, Recursion and Financial Modelling**- Univariate and bivariate data, correlation and regression, and time series. Linear recursion and business calculations.

**Geometry and Measurement**- Similarity, trigonometry of triangles and applications of this material to orienteering, navigation and surveying. Basic measuring techniques

**Matrices**- The matrix representation of discrete data in rectangular arrays, and the application of matrix arithmetic to the analysis of problems in practical situations

Specialist Mathematics Units 1 and 2

**Pre-requisite/s for this subject:** Students must achieve a minimum grade A in Year 10 Advanced Mathematics and study VCE Units 1 & 2 Mathematical Methods concurrently.

**Units 1 and 2 - Areas of Study (Prescribed Areas)**

**Arithmetic and Number**- Real and complex number systems, Matrices

**Geometry, Measurement and Trigonometry**- Co-ordinate Geometry, Trigonometric ratios and their applications, Geometry in two and three dimensions, Vectors

**Graphs of Linear and Non-Linear Relation**- Sketching and interpreting graphs, kinematics

**Units 1 and 2 Areas of Study (NON-Prescribed Areas)**

Two or more units will be selected from the following areas of study:

- Logic and algebra
- Transformations, trigonometry and matrices
- Principles of counting
- Graph theory
- Kinematics
- Simulation, sampling and sampling distributions
Specialist Mathematics Units 3 and 4

Pre-requisite/s for this subject: Students must have obtained an S in VCE Units 1 & 2 Specialist Mathematics and study VCE Units 3 & 4 Mathematical Methods concurrently.

Units 3 and 4 - Areas of Study

Specialist Mathematics Units 3 and 4 consist of the areas of study:

**Functions and graphs**
In this area of study students cover inverse circular functions, reciprocal functions, rational functions and other simple quotient functions, the absolute value function, graphical representation of these functions, and the analysis of key features of their graphs including intercepts, asymptotic behaviour and the nature and location of stationary points, points of inflection, periodicity, and symmetry.

**Algebra**
In this area of study students cover the expression of simple rational functions as a sum of partial fractions; the arithmetic and algebra of complex numbers, including polar form; points and curves in the complex plane; introduction to factorisation of polynomial functions over the complex field; and an informal treatment of the fundamental theorem of algebra.

**Calculus**
In this area of study students cover advanced calculus techniques for analytic and numeric differentiation and integration of a range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations, including curve sketching, evaluation of arc length, area and volume, differential equations and kinematics.

**Vectors**
In this area of study students cover the arithmetic and algebra of vectors, linear dependence and independence of a set of vectors, proof of geometric results using vectors, vector representation of curves in the plane and vector kinematics in one, two and three dimensions.

**Mechanics**
In this area of study students cover an introduction to Newtonian mechanics, for both constant and variable acceleration.

**Probability and Statistics**
In this area of study students cover statistical inference related to the definition and distribution of sample means, simulations and confidence interval.

The development of course content will highlight mathematical structure, reasoning and applications across a range of modelling contexts.
Mathematical Methods (CAS) Units 1 and 2

Pre-requisite/s for this subject: Students must achieve a minimum grade B in Year 10 Advanced Mathematics.

Units 1 and 2 Areas of Study

Functions and graphs - In this area of study students cover graphical representation of functions of a single real variable and the key features of graphs of functions such as axis intercepts, domain (including maximal, natural or implied domain), co-domain and range, asymptotic behaviour, periodicity and symmetry.

Algebra - This area of study supports students' work in the ‘Functions and graphs’, ‘Calculus’ and ‘Probability and statistics’ areas of study. In Unit 2 the focus is on the algebra of some simple transcendental functions and transformations of the plane. This area of study provides an opportunity for the revision, further development and application of content prescribed in Unit 1, as well as the study of additional algebra material introduced in the other areas of study in Unit 2 as follows:

Calculus - In this area of study students cover first principles approach to differentiation, differentiation and anti-differentiation of polynomial functions and power functions by rule, and related applications including the analysis of graphs.

Probability and Statistics - In this area of study students cover introductory counting principles and techniques and their application to probability and the law of total probability in the case of two events.
Mathematical Methods (CAS) Units 3 and 4

Pre-requisite/s for this subject: Students must have obtained an S in VCE Units 1 & 2 Mathematical Methods.

Units 3 and 4 Areas of Study

Functions and Graphs - In this area of study students cover transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs such as axis intercepts, stationary points, points of inflection, domain (including maximal, implied or natural domain), co-domain and range, asymptotic behaviour and symmetry. The behaviour of these functions and their graphs is to be linked to applications in practical situations.

Algebra - In this area of study students cover the algebra of functions, including composition of functions, simple functional relations, inverse functions and the solution of equations. They also study the identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms. Students also cover recognition of equations and systems of equations that are solvable using inverse operations or factorisation, and the use of graphical and numerical approaches for problems involving equations where exact value solutions are not required or which are not solvable by other methods. This content is to be incorporated as applicable to the other areas of study.

Calculus - In this area of study students cover graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions. This material is to be linked to applications in practical situations.

Probability and Statistics - In this area of study students cover discrete and continuous random variables, their representation using tables, probability functions (specified by rule and defining parameters as appropriate); the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions. The focus is on understanding the notion of a random variable, related parameters, properties and application and interpretation in context for a given probability distribution.
Media Studies Units 1 and 2

Pre-requisite/s for this subject: Nil – however it is desirable that students have achieved a minimum grade C in Year 10 Media.

Unit 1 Areas of Study
In Unit 1 Media Studies there are three areas of study which are completed. The first is Representation. In this unit we look at how no media product truly portrays reality as it always contains the bias of the producer. This unit is more theory based as we look at codes and conventions of particular media works. We then look at more practical applications of representation in Technologies of Representation. This topic introduces students to the three main forms of media studies which are film, print and photography. Finally, we have a brief look at New Media technologies by discussing trends in the media industry and where they may lead in the future.

Unit 2 Areas of Study
Media Studies Unit 2 develops students’ abilities in creating media products and working within roles. There are two areas of study which are undertaken in parallel in this semester. The first of which is a Group Media Production where the class works on creating a film together by taking various roles within a production team. While this is happening, students also create an Individual Media Product which is of their own personal design. The final two outcomes involve analysing the Media Industry and looking at how it influences media products, and the theories of how it operates. We also look at the Australian Media Industry to compare how Australian media operates and produces media in a global market.

Media Studies Unit 3 and 4

Pre-requisite/s for this subject: Nil – however it is desirable that students have obtained an S in VCE Media Units 1 & 2.

Unit 3 Areas of Study
Students begin this semester in Unit 3 Media Studies by completing a unit focused on Narrative. This unit involves watching two feature films which become the class texts studied throughout Unit 3. We look in depth at the Production elements such as Camera and Lighting, and then Story Elements such as Opening/ Closing and Character Development as we analyse the content of both these films. Students also work on a major media production which they develop over the year beginning with a Production Design Plan. This is developed over the first semester toconcisely outline the plan for the product which is created in unit 4. Two tasks known as Production Exercises are also completed during the design plan which test technical aspects of the product.

Unit 4 Areas of Study
Unit 4 Media Studies is the culmination of the VCE for students. This is where the Media Product is produced and completed. This could be a short film, a radio production, magazine layouts, a photography display etc. This production is continued throughout the semester alongside a study of Social Values which takes an in depth look of the impact of the values of a community on media products. This is usually studied in conjunction with various media texts from different eras to get perspective on various social periods. Media Influence concludes media studies by getting students to analyse various media communication methods and how the media is regulated by the governing bodies of different countries.
Music

Music is an integral part of all cultures and societies, both contemporary and historical. The study of music develops students' understanding of artistic processes and contributes to the development of the aesthetic, cognitive, psychomotor and affective domains.

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students can specialise in one or more approaches to the study of music, depending on their VCE program overall and the post-VCE pathways they may be interested in following.

Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising; and musicianship: aural perception, analysis and music language.

VCE Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in life-long music making.

Music Units 1 and 2

Pre-requisite/s for this subject: Students who play an instrument must have achieved a minimum Grade 3 AMEB standard and commit to continuing private lessons for the duration of the Units 1 & 2.

IMPORTANT NOTE: The Music study design is changing for 2017, but the new study design has not yet been made available by VCAA. The information below pertains to the Study Design of 2016 and significant changes are expected.

Unit 1 Areas of Study

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

Unit 2 Areas of Study

In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.
Music Units 3 and 4

Pre-requisite/s for this subject: Students who play an instrument must have achieved a minimum Grade 6 AMEB standard and commit to continuing private lessons for the duration of the Units 3 & 4.

IMPORTANT NOTE: The Music study design is changing for 2017, but the new study design has not yet been made available by VCAA. The information below pertains to the Study Design of 2016 and significant changes are expected.

Unit 3 Areas of Study

This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis. The focus for analysis in Area of Study 3 is works and performances by Australian musicians.

Unit 4 Areas of Study

In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.
Outdoor & Environmental Studies Units 1 and 2

Pre-requisite/s for this subject: This subject is only available to Year 10 students as an acceleration option.

Unit 1 Areas of Study
In this unit, students focus on students’ outdoor experiences to investigate motivations for, and responses to outdoor experiences. They explore the relationships between humans and nature through direct experiences of different natural environments.

Unit 2 Areas of Study
In this unit, students examine the characteristics of natural environments. They investigate different types of environments and the interrelationships between components within them. This area of study focuses on identifying human activities in the natural environment and their impacts on those environments.

Outdoor & Environmental Studies Units 3 and 4

Pre-requisite/s for this subject:
- Students must have achieved an S in VCE Units 1 & 2 Outdoor and Environmental Studies.
- Only available to be undertaken by students in Year 11.

Unit 3 Areas of Study
This area of study explores the unique nature of Australian outdoor environments and examines the range of human relationships with outdoor environments. Case studies are used to analyse the role of environmental movements in changing relationships with the outdoors. Students explore the current relationships between humans and their environment. Under examination are the number of ways outdoor environments are portrayed in different media; the dynamic nature of relationships between humans and their environment; and the social, cultural, economic and political factors that influence these relationships.

Unit 4 Areas of Study
This area of study explores the contemporary state of environments in Australia and the importance of natural environments for individuals and society. It examines the nature of sustainability and, using key indicators, evaluates the health of outdoor environments. Students focus on the sustainability of environments in order to support future needs of ecosystems, individuals and society, and the skills needed to be an environmentally responsible citizen. Conflicts of interest between people involved in uses of outdoor environments are also studied, with particular emphasis upon methods/processes used to resolve such conflicts.
Psychology Units 1 and 2

Pre-requisite/s for this subject:
Students must have achieved a minimum grade C in Year 10 Advanced Science. Students achieving an A in Year 10 General Science may also be considered.

IMPORTANT NOTE: The Psychology study design is changing for 2017, but the new study design has not yet been made available by VCAA. The information below pertains to the Study Design of 2016 and significant changes are expected.

Unit 1 Areas of Study

How does the brain function?
In this area of study students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us.

What influences psychological development?
In this area of study students explore how these factors influence different aspects of a person’s psychological development. They consider the interactive nature of hereditary and environmental factors and investigate specific factors that may lead to development of typical or atypical psychological development in individuals.

Student-directed research investigation
In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development.

Unit 2 Areas of Study

What influences a person’s perception of the world?
In this area of study students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli.

How are people influenced to behave in particular ways?
In this area of study students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. Students examine the findings of classical and contemporary research as a way of theorising and explaining individual and group behaviour.

Student-directed practical investigation
In this area of study students design and conduct a practical investigation related to external influences on behaviour.
**Psychology Units 3 and 4**

**Pre-requisite/s for this subject:** Nil – however it is an advantage to have obtained an S in VCE Units 1 & 2 Psychology.

**IMPORTANT NOTE:** The Psychology study design is changing for 2017, but the new study design has not yet been made available by VCAA. The information below pertains to the Study Design of 2016 and significant changes are expected.

**Unit 3 Areas of Study**

**How does the nervous system enable psychological functioning?**
In this area of study, students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. They explore the specialised structures and functioning of neurons that allow the nervous system to transmit neural information.

**How do people learn and remember?**
Students study the neural basis of memory and learning and examine factors that influence the learning of new behaviours and the storage and retention of information in memory. They consider the influence of biological, psychological and social factors on the fallibility of memory.

**Unit 4 Areas of Study**

**How do levels of consciousness affect mental processes and behaviour?**
In this area of study students focus on states of consciousness and the relationship between consciousness and thoughts, feelings and behaviours. They explore the different ways in which consciousness can be studied from physiological and psychological perspectives and how states of consciousness can be altered.

**What influences mental wellbeing?**
In this area of study, students examine what it means to be mentally healthy. They explore the concept of a mental health continuum and factors that explain how location on the continuum for an individual may vary over time. Students apply a biopsychosocial approach to analyse mental health and mental disorder, and evaluate the roles of predisposing, precipitating, perpetuating and protective factors in contributing to a person’s mental state.
Physical Education Units 1 and 2

**Pre-requisite/s for this subject:** Nil

**IMPORTANT NOTE:** The Physical Education study design is changing for 2017, but the new study design has not yet been made available by VCAA. The information below pertains to the Study Design of 2016 and significant changes are expected.

**Unit 1 Areas of Study:** Bodies in Motion

In this unit students explore how the body systems work together to produce movement and analyses motion using biomechanical principles. Students explore the relationships between the body systems and physical activity. Students also examine changes that have been made to sporting techniques and equipment and explore the biomechanical effect.

Students undertaking Physical Education 1&2 participate in three-day active study camp. The purpose is to provide practical opportunities for students to apply theoretical knowledge and skills of the Physical Education (PE) Study Design in a variety of physical activities.

**Unit 2 Areas of Study:** Sports Coaching and Physically Active Lifestyles

This unit explores a range of practices and their contribution in effective coaching and improvement of the performance of an athlete. Students are introduced to physical activity and the role it plays in the health and well-being of the population. Students also focus on the promotion of physical activity and compare physical activity levels to the Australian Physical Activity and Sedentary Behaviour Guidelines.

Physical Education Units 3 and 4

**Pre-requisite/s for this subject:** Students must have obtained an S in VCE Units 1 & 2 Physical Education

**IMPORTANT NOTE:** The Physical Education study design is changing for 2017, but the new study design has not yet been made available by VCAA. The information below pertains to the Study Design of 2016 and significant changes are expected.

**Unit 3 Areas of Study**

Physical Activity Participation and Physiological Performance

In this unit students develop an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students investigate the contribution of energy systems during performance in physical activity and explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

**Unit 4 Areas of Study**

Enhancing Performance

In this unit, students undertake an activity analysis to investigate the required fitness components and then design, implement, and evaluate a 6 week personal training program designed to improve or maintain selected fitness components. Students learn to critically evaluate different performance enhancing techniques and practices used in a variety of sporting competitions.
Physics Units 1 and 2

Pre-requisite/s for this subject: Students must obtain a minimum grade C in Year 10 Advanced Science. Students achieving an A in Year 10 General Science may be considered.

IMPORTANT NOTE: The Physics Unit 1 & 2 study design is changing for 2017, but the new study design has not yet been made available by VCAA. The information below pertains to the Study Design of 2016 and significant changes are expected.

Unit 1

Area of Study 1 - How can thermal effects be explained?
Students investigate thermodynamic principles related to heating processes, including concepts of temperature, energy and work. Environmental impacts of Earth’s thermal systems and human activities are considered.

Area of Study 2 - How do electric circuits work?
Students develop models to analyse electrical phenomena and undertake practical investigations of circuit components and DC circuits.

Area of Study 3 - What is matter and how is it formed?
Students explore the nature of matter, and consider the origins of atoms, time and space. They examine what constitutes the nucleus, the forces within, and how energy is derived from it.

Unit 2

Area of Study 1 - How can motion be described and explained?
Students observe motion and exploring the effects of balanced and unbalanced forces on motion. They analyse motion using concepts of energy, and applying mathematical models during experimental investigations.

Area of Study 2 - Options
Twelve options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world. One option is to be selected by the student from the following:
- What are stars?
- Is there life beyond Earth’s Solar System?
- How do forces act on the human body?
- How can AC electricity charge a DC device?
- How do heavy things fly?
- How do fusion and fission compare as viable nuclear energy power sources?
- How is radiation used to maintain human health?
- How do particle accelerators work?
- How can human vision be enhanced?
- How do instruments make music?
- How can performance in ball sports be improved?
- How does the human body use electricity?

Area of Study 3 - Practical investigation
Students design and undertake an investigation involving two independent variables one of which should be a continuous variable. A practical logbook must be maintained by the student.
Physics Units 3 and 4

Pre-requisite/s for this subject: Students must have obtained an S in VCE Units 1 & 2 Physics.

Please Note: It would be an advantage to be doing VCE Units 1 & 2 Mathematical Methods concurrently.

Unit 3

Area of Study 1- How do things move without contact?
Students examine the similarities and differences between three fields: gravitational, electric and magnetic.
They investigate how concepts related to field models can be applied to construct motors, maintain satellite orbits and to accelerate particles.

Area of Study 2 - How are fields used to move electrical energy?
Students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems.

Area of Study 3 - How fast can things go?
Students use Newton’s laws of motion to analyse relative motion, circular motion and projectile motion. Newton’s laws of motion give important insights into a range of motion both on Earth and beyond. Students compare Newton’s and Einstein’s explanations of motion and evaluate the circumstances in which they can be applied. They explore the relationships between force, energy and mass.

Unit 4

Area of Study 1 - How can waves explain the behaviour of light?
Students use evidence from experiments to explore wave concepts in a variety of applications. They investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave. They explore how light changes direction, including reflection, refraction, colour dispersion and polarisation.

Area of Study 2 - How are light and matter similar?
Students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter.

Area of Study 3 - Practical investigation
Students develop a question, then undertake an experiment that involves the collection of primary quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question and suggest further investigations that may be undertaken. The student is expected to design and undertake an investigation involving two continuous independent variables. Results are communicated in a scientific poster format according to the template provided. A practical logbook must be maintained by the student.
Product Design and Technology Units 1 and 2 (Textiles)

Pre-requisite/s for this subject: Nil

Unit 1 Areas of Study
This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Students consider the use of materials from a sustainable viewpoint. Sustainable practices claimed to be used by designers are examined.

1. Product Redesign for Improvement:
Students examine how an existing product currently fulfils the needs of the user and consider how the product could be improved. They plan, execute and evaluate the product's modification and improvement by altering at least three points of the original design, one of them being to improve the product's sustainability; and the impact of these factors on a design solution.

2. Producing and Evaluating a Redesigned Product:
Referring to their working drawings and production plans, students safely apply a range of techniques and processes to make the redesigned product or a prototype. They use previously developed evaluation criteria to compare the features of their redesigned product with the original design. They judge the success of their design improvements and the changed sustainability status.

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

1. Designing within a Team:
Each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product. Students investigate an historical or a cultural design movement for inspiration from a range of movements including but not restricted to Bauhaus, Art Deco, Memphis, Minimalism, Organic Design Style, oriental, Gothic, music genres and fashion houses.

2. Producing and Evaluating a Collaboratively Designed Product:
Students apply techniques and processes to manufacture and assemble their team project/s designed in Outcome 1.
Product Design and Technology Units 3 and 4 (Textiles)

Pre-requisite/s for this subject: Nil – however it is an advantage to have obtained an S in VCE Units 1 OR 2 Product Design & Technology

Unit 3 Areas of Study

Design, Technological Innovation and Manufacture
This unit engages students in the design and development of a product that meets the needs and expectations of a client and/or end user developed through the design process and influenced by a range of complex factors. Students prepare a Design Brief and explore how a number of factors influence the design and development of products within industrial manufacturing settings.

1. The Designer, Client and/or End-user in Product Development
This includes methods used to establish a client’s and/or end user’s needs and requirements for the development of a solution to a design problem. Students examine the needs and requirements associated with the intended function and appeal of the product to be designed and how these can be expressed in a design brief.

2. Product Development in Industry
This explores the factors that influence the design and development of products within industrial/commercial settings.

3. Designing for others
This focuses on the procedures used by the designer to meet the needs of client or the requirements of an end user.

Unit 4 Areas of Study
In this unit students judge the suitability and viability of design ideas and options referring to their design brief and evaluation criteria in consultation with their client and/or end user. They use tools, materials, equipment and machines to develop and safely manufacture their product and use their evaluation criteria and client feedback to evaluate the effectiveness and efficiency of the techniques they used. In Units 3 and 4, students will initiate and undertake a substantial and demanding major design and production task. This may be a single product over Units 3 and 4 or a product range.

1. Product Analysis and Comparison
This explores the factors that are used to determine the success of a commercially available product in the context of comparison with similar product types.

2. Product Manufacture
This includes the skills, production techniques and processes used to make a product to suit the needs of the client or end user/s.

3. Product Evaluation
This explores how evaluation criteria, checks, tests, and client or end user feedback are used to determine how well the product meets the needs and requirements outlined in the design brief developed in Unit 3.
Studio Art Units 1 and 2

Pre-requisite/s for this subject: Nil – however it is desirable that students have achieved a minimum grade C in Year 10 Art.

IMPORTANT NOTE: The Studio Arts study design is changing for 2017, but the new study design has not yet been made available by VCAA. The information below pertains to the Study Design of 2010 – 2016 and significant changes are expected.

Unit 1 Areas of Study

Unit 1 focuses on using sources of inspiration and ideas as the basis for artworks and exploring a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form, experimenting with a range of different materials and techniques. You will experiment with two dimensional and three dimensional art forms, photography and digital media and develop skill levels in your areas of choice. You will also explore the ways in which artists from different times and locations have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks. An experimental folio of works is produced, along with a number of final artworks. The course is structured in accordance with the VCE Studio Arts Study Design.

Unit 2 Areas of Study

Unit 2 focuses on developing artworks through a design process of visual research and inquiry. You will create a folio of artworks and choose your materials and techniques based upon your exploration in Unit 1. You will develop your own individual artistic style and method of approach for the design process. You will learn to analyse ideas and styles in the work of artists from different times and locations. You will also learn about aesthetics and symbolism in artworks and how these create and enhance meanings in your own art works. A part of this study includes participating in planning and organising the end of year exhibition. The course is structured in accordance with the VCE Studio Arts Study Design.
Studio Art Units 3 and 4

Pre-requisite/s for this subject: Nil - however it is desirable that students have obtained an S in VCE Units 1 & 2 Studio Art.

IMPORTANT NOTE: The Studio Arts study design is changing for 2017, but the new study design has not yet been made available by VCAA. The information below pertains to the Study Design of 2010 - 2016 and significant changes are expected.

Unit 3 Areas of Study

In unit 3 you will write a proposal which will form the basis of your design process for Unit 3. You will choose your subject matter, materials and techniques and produce an experimental folio which explores your own ideas and concepts and use of aesthetics. You will identify potential directions that will be developed into a cohesive folio of artworks in Unit 4. The documentation of these will be used to begin your Unit 4 folio. Study into the professional practices of artists also informs your own artistic development. The course is structured in accordance with the VCE Studio Arts Study Design.

Unit 4 Areas of Study

This unit focuses on the production of a folio of finished artworks developed from the selected potential directions that have been identified in the individual design process in Unit 3. The production of artworks is supported by a design process which demonstrates identified relationships between the artworks that are interpreted through aesthetics, themes, concepts and/or materials and techniques. You will also reflect on your folio and produce an evaluation of the finished artworks in visual and written form. Study into exhibition spaces and the various roles galleries and curators play in the presentation and promotion of artworks is also a part of this unit.
Texts and Traditions Units 3 and 4

Pre-requisite/s for this subject: Students must obtain an S in VCE Unit 2 Religion and Society

Unit 3 Area of Study Texts and the early tradition

The texts of a particular religious tradition are foundational in that they recount, for example, specific events, narratives, laws, prophetic pronouncements and teachings that describe the beginnings and initial development of a religious tradition. In this unit students explore the society and culture from which the tradition being studied was formed. They seek an understanding of the historical background that lent shape and content to the texts themselves.

Students develop an understanding of how the chosen set text is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text, and the message or teaching found within the text. As a means to gaining an understanding of the content and message of a text, students become familiar with the nature of exegetical methods being used today by scholars in the religious tradition of their particular text.

The first exegetical method students are introduced to in Units 3 and 4 is called sociocultural criticism. The premise this is based on is that an understanding of the original social, cultural, religious, political and historical experience or situation at the time of the formation of the text can lead to a more accurate understanding of the original intention of the text. The second exegetical method used in Units 3 and 4 is literary criticism which seeks to classify texts according to form, considers their structure and literary forms and techniques, and attempts to establish authorship, date, and audience.

The traditions approved for study in Units 3 and 4 are Christianity, Islam and Judaism. Approval for the study of another tradition in Units 3 and 4 must be sought from the VCAA.

Texts for Units 3 and 4 are prescribed annually by the VCAA. To facilitate close reading of the texts, the VCAA will also annually prescribe certain themes and passages for special study taken from the set texts.

Students are expected to have a general knowledge of the chosen set text as outlined in the Study Design and a detailed knowledge of the themes and passages for special study.

Unit 4 Area of Study Texts and their teachings

In this unit students continue to apply exegetical methods to the passages for special study begun in Unit 3, but to greater depth.

Some texts are regarded as essential for the continuation of a tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent.

These understandings are often expressed through ideas, beliefs or themes in the particular texts.

Some of the themes contained in the foundational texts have been reinterpreted at different times by the tradition. In this unit students study a significant idea, belief or theme contained in the set text, and consider the interpretation of the text in the light of the idea, belief or theme.
Theatre Studies Units 1 and 2

Pre-requisite/s for this subject: Nil

Unit 1 Areas of Study

Pre-Modern Theatre
In this area of study students explore playscripts from the pre-modern era of theatre, that is, works prior to the 1920s. Students study playscripts from at least three distinct theatrical periods.

Interpreting Playscripts
This area of study focuses on the presentation of playscripts from the pre-modern era of theatre. Students apply acting and other stagecraft to interpret playscripts from at least three distinct theatrical periods from the pre-modern era.

Analysing a Play in Performance
This area of study focuses on an analysis of a professional performance of a playscript.

Unit 2 Areas of Study

Modern Theatre
This area of study focuses on an exploration of playscripts from the modern era of theatre, that is, works from the 1920s to the present. Students study at least three distinct theatrical movements from this era and playscripts associated with each movement.

Interpretation Through Stagecraft
In this area of study students apply stagecraft to realise playscripts from at least three distinct theatrical movements from the modern era.

Analysing a Play in Performance
This area of study focuses on an analysis and evaluation of a professional performance of a playscript.
Theatre Studies Units 3 and 4

Pre-requisite/s for this subject: Nil – however it is an advantage to have obtained an S in VCE Units 1 OR 2 Theatre Studies.

Unit 3 Areas of Study

Production Process
This area of study focuses on the development of skills that contribute to the interpretation of a playscript.

Theatrical Interpretation
In this area of study students explore how stagecraft can be applied across the stages of the production process to interpret the theatrical possibilities of excerpts from a playscript. The documentation should include written material and annotated illustrations, as appropriate, to support interpretive choices.

Production Analysis
In this area of study students analyse and evaluate an interpretation of a playscript in a production from the prescribed VCE Theatre Studies Unit 3 Playlist.

Unit 4 Areas of Study

Monologue Interpretation
This area of study focuses on the interpretation of a monologue from a playscript selected from the monologue list in the Theatre Studies Stagecraft Examination Specifications.

Scene Interpretation
In this area of study students develop a theatrical treatment that outlines an interpretation of a monologue and a prescribed scene.

Performance Analysis
In this area of study students focus on the analysis and evaluation of the acting and design in a production selected from the prescribed VCE Theatre Studies Unit 4 Playlist.
Visual Communication Design Units 1 and 2

Pre-requisite/s for this subject: Nil

Unit 1 Areas of Study
This unit focuses on the skills used in the design process, generating ideas, developing concepts, and refining drawings. You will learn to draw different styles of drawing (observational, paraline, perspective and freehand visualisation drawings) representing form and surface textures, and how to apply different materials and media to render drawings. You will also study design elements and design principles using freehand and image-generation methods such as photography, digital photography, printmaking and collage. A broad range of sources to support creativity and innovation will be looked at including historical and cultural practices and societies influence in visual communication design. The course is structured in accordance with the VCE Visual Communication Design Study Design.

Unit 2 Areas of Study
Unit 2 focuses on the use of technical drawing conventions associated with a specific design field including environmental design, industrial/product design, architectural, interior or landscape design. The function of typography in visual language is studied and you will consider historical and contemporary factors that have influenced the style and the layout of print and screen-based presentation formats. You will also use the application of the design process to solve design problems and present ideas by responding to a given brief addressing communication, environmental or industrial fields of design considering a target audience. The course is structured in accordance with the VCE Visual Communication Design Study Design.
Visual Communication Design Units 3 and 4

**Pre-requisite/s for this subject:** Students must have achieved an S in VCE Units 1 & 2 Visual Communication and Design.

**Unit 3 Areas of Study**

In Unit 3 you will explore a range of existing visual communications and analyse how design elements, design principles, methods, media and materials are used in visual communications to achieve particular purposes for targeted audiences. You will draw on your findings from the analysis to inform the creation of your own visual communications using a range of manual and digital methods, media and materials. You will also investigate how the design process is applied in industry and gain understanding of collaboration between clients, designers and specialists when designing and producing visual communications. You will develop a brief, research and generate ideas for a folio of work and final presentations in Unit 4. The course is structured in accordance with the VCE Visual Communication Design Study Design.

**Unit 4 Areas of Study**

In Unit 4 you will use separate design processes to develop and refine design concepts that satisfy each of the needs of the brief established in Unit 3. You will apply design elements and design principles to create concepts that attract the interest of a target audience and convey the messages, ideas and information required to satisfy the brief. Two-dimensional and three-dimensional drawing methods may be used to assist with visualising and presenting solutions for final presentation. You will select and apply materials, methods, media, appropriate to the designs and selected presentation formats and create two final visual communication presentations. You will also present and explain the ways that the final visual communications meet the requirements of the brief and evaluate your design decisions.
VCAL
Victorian Certificate of Applied Learning

Literacy Skills Strand

The Literacy Skills units of VCAL are designed to promote knowledge, skills and attitudes that will assist them in their lives whether it is for school, personal, family, workforce and/or community uses. The Literacy skills units are designed at three levels: Foundation, Intermediate and Senior. Only Intermediate and Senior Literacy Skills units are offered at Flinders.

Students undertake Literacy Skills units in each semester and are regularly assessed on their achievements in each component of the unit.

- Unit 1- Reading and Writing
- Unit 2- Oral Communication

Students must demonstrate competency in all learning outcomes of the Literacy Skills units:

**Reading & Writing**
- Reading for Self Expression
- Reading for a Practical Purpose
- Reading for Knowledge
- Reading for Public Debate
- Writing for self-expression
- Writing for a Practical Purpose
- Writing for Knowledge
- Writing for Public Debate

**Oracy Unit**
- Oracy for Self Expression
- Oracy for Knowledge
- Oracy for Practical Purposes
- Oracy for Exploring Issues and Problem Solving

A range of assessment methods are used including (but not limited to): oral presentations, creative writing, designing web pages, essay writing, debates and research presentations.
Personal Development Skills Strand

The purpose of the Personal Development Skills Strand is to encourage the development of an individual students' organisational, planning, communication, leadership and teamwork skills. Students develop these skills through the design, planning, organising, implementation and presentation of a comprehensive project.

The Personal Development skills units are designed at three levels: Foundation, Intermediate and Senior. (However, only Intermediate and Senior Personal Development Skills units are offered at Flinders). Students undertake one Personal Development Skills unit in each semester and are regularly assessed on their achievements in each component of the unit. Students must demonstrate competency in all learning outcomes of the Personal Development Skills units.

Personal Development - Intermediate Level

Unit 1 Skills
- Plan and organise a complex project or activity
- Demonstrate knowledge & skills in the context of a complex project or activity
- Demonstrate self-management skills for goal achievement in the context of a project or activity
- Describe leadership skills & responsibilities
- Demonstrate interpersonal skills to communicate ideas & information

Unit 2 Skills
- Research and analyse the roles of members in a community
- Plan & organise a complex community project or activity
- Use a range of communication strategies to raise awareness of a complex social issue or community activity
- Manage problems related to complex social issues or community activity
- Actively contribute to group cohesion to manage a complex social issue or community activity

Assessment for the Personal Development Skills Strand includes maintaining a folio demonstrating evidence of competency relating to the complex project.
Personal Development - Senior Level

Unit 1 Skills
- Plan & organise to completion a complex project in an autonomous manner
- Demonstrate an awareness of social diversity within a complex project
- Apply strategies to improve communication
- Demonstrate leadership skills for group and team work
- Use decision-making skills in a group or team context

Unit 2 Skills
- Research a community problem or issue that affects members in the community
- Establish or build on an external partnership to address &/or promote awareness of a community problem or issue
- Plan, organise and complete a complex project, utilising project management skills, in an autonomous manner
- Demonstrate effective team work skills in relation to a complex community project
- Present and communicate ideas and information relating to the complex community project

Assessment for the Personal Development Skills Strand includes maintaining a folio demonstrating evidence of competency relating to the complex project

Associated VCE Subjects

All students undertaking VCAL are required to select one of the following VCE subject as part of the Work Related Skills strand.

- Food and Technology
- Computing and Infomatics
- Product Design and Technology
- Outdoor and Environmental Studies
Work Related Skills - Senior Level

The purpose of the Work Related Skills Strand is to provide students with the necessary Occupational Health & Safety preparation for the workplace. The focus of the strand is also to enable students to recognise and develop employability skills consistent with the National Employability Skills framework.

Students are required to undertake a work placement as part of their Work Related Skills subject and this can occur in one of two ways. This placement occurs once students have successfully completed Unit 1 OR students begin a work placement within the VET Industry that they are currently studying at TAFE. Students are encouraged to find their own work placements which will be conducted, most likely during the term, one day a week.

**Unit 1 Skills**
- Research information about a specific industry or workplace from a variety of sources
- Communicate ideas and information about a range of OH&S requirements in the workplace
- Understand hazard identification, risk assessment and control of hazards and risks within the workplace
- Demonstrate an understanding of the OH&S issue-resolution process
- Work in a team to follow safe work procedures within a complex work-related project
- Use information and communication technology in relation to a complex work-related project
- Use workplace technology and equipment in accordance with OH&S guidelines in a complex work-related project

**Unit 2 Skills**
- Collect, analyse and evaluate information required for a complex work-related project
- Communicate ideas and information in a work environment
- Plan, organise and manage a complex work-related project
- Identify and solve problems in the workplace
- Work in teams to undertake a complex work-related project
- Use information and communication technology in relation to a complex work-related project
- Use workplace technology and equipment in a complex work-related project
- Demonstrate initiative/enterprise in a work-related context
Please Note

- VET courses can range from $1000 to over $2000 per year depending on the course requirements and **these costs are in addition to school fees**.

- VET course costs are and subject information are based on 2015 course costs and course information and are subject to change for enrolments in 2016.

- VET subjects are run at the discretion of the course provider **who is an institution separate to FCCC** and therefore course days and times can change according to the Provider’s discretion.

- Course providers run their VET courses on days and times that suit their timetables, (and FCCC has no control over this scheduling), some courses may run on days on which students have VCE subjects, including double periods. Parents and students are advised to consider the ability of their student to maintain their VCE course whilst also completing a VET Certificate.

Vocation Education and Training (VET)

VCE VET programs are vocational certificates approved by the Victorian Curriculum and Assessment Authority (VCAA) as appropriate for senior secondary students and endorsed for recognition in the VCE by the Victorian Qualifications Authority (VQA).

VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally portable vocational education and training certificate. A full list of available VET studies is located at http://www.vcaa.vic.edu.au/Pages/vet/programs/index.aspx

VCE VET Programs

VCE VET programs are undertaken over a two year period. They are fully recognised within the Unit 1-4 structure of the VCE and therefore contribute towards satisfactory completion of the VCE. Programs that require the completion of VCAA examinations will receive a study score; other programs are eligible for a 10% increment.

VCE VET programs function within the National Training Framework. The aims of the VCE VET program are to:

- Provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the related industries.
- Enable participants to gain a recognised credential and make a more informed choice of vocation and career paths.
- Create a pathway to tertiary study.

Block Credit Programs

Students with full or partial completion of a nationally recognised Vocational Education and Training or Further Education (VET/FE) qualification may be eligible for credit towards the VCE.

Students are eligible for credit if they have completed, or are completing training in a nationally recognised VET/FE qualification/s that is not included in the suite of approved VCE VET and Australian School Based Apprenticeships and Traineeships programs.

For further information and the rules and regulations relating to Block Credit, please refer to the VCAA website http://www.vcaa.vic.edu.au/Pages/vet/general/recognition/vetcredit.aspx
VET Course Withdrawals
If a student wishes to withdraw from VET studies, the appropriate Institution Withdrawal Form must be completed and returned to the VET Coordinator prior to the beginning of Term 1, otherwise FULL fees will be charged by the Institution.

Other Information
- In addition to the Flinders Christian Community College costs, parents must meet the course delivery costs charged by the RTO. Limited Government funding is available for some programs to reduce costs.
- The list herewith is not definitive, if you require assistance with these or other VET courses that are on offer please contact the VET Coordinator for assistance.
- Whenever there is a timetable clash between VET studies and Flinders Christian Community College studies, students are permitted to attend their VET course (after completing an ‘Application for Leave’ form available from the Senior Learning Centre administration office).
- **It is the students' full responsibility to catch up with work missed.**

On the pages following you will find a snapshot of VET courses currently undertaken by Flinders Christian Community College students. Further course information is available from:

**Chisholm Institute of TAFE website**
http://www.chisholm.edu.au/Courses/VETinSchools

**Frankston and Mornington Peninsula Local Learning and Employment Network site**

Students undertaking School Based Apprenticeship and Traineeships (SBATs) such as Lightmare Studios or Peninsula Food Alliance need to inform the College and provide relevant documentation early in Term One or within a month of commencement.
Certificate III in Christian Ministry

KickStart 3D is a Christian Leadership and Development Program that will stretch your mind and equip you with real life experience. It has been designed specifically for students with a passion to develop their faith and improve their leadership skills.

KickStart 3D is self-paced and is designed to be completed at Flinders in one academic year, during Year 11.

The course is completed online. However, students will be provided a mentor to assist and encourage them throughout the course.

This course will incur an additional cost, which covers the cost of all online resources.

Successful completion of KickStart 3D provides students with the nationally recognised Certificate III in Christian Ministry & Theology 10432NAT and can be credited towards their Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL).

Why choose KickStart 3D?

- Gain real skills, through real practical experiences and get stuck into hands-on leadership by partnering in projects with your school, local church or through social justice and community work.
- The program is loaded with challenging activities that will take you outside your comfort zone and give you exposure to a diverse range of people and experiences.
- Online trainers and guest lecturers will equip you with the information, knowledge and strategies you need to build your awareness and confidence in handling many of the situations life may throw at you.
- You will be encouraged to delve into your faith, question your own ideas, perceptions and prejudices. You can expect to grow in your relationship with Christ and develop your understanding of what it means to live out your faith in Christ and lead in the world you live in.

Course Components

1. **Online Learning**: You'll be required to complete online exercises that are discussed in your mentor group or one on one with your mentor. You will also work your way through reading through the four Gospels, and journal your discoveries and questions along the way.
2. **Leadership Practical**: During your time with KickStart 3D you'll be taking on new challenges as you not only learn, but step up to be involved and lead. Leadership Prac consists of a minimum of 25hrs and can be completed in your school, church or in a community service project. Your leadership practical will also include reflections and reporting.
3. **Be Mentored**: Successful completion of the course requires students to meet with other students and their Mentor or one-on-one with a Mentor to engage in discussion around ministry, faith and Biblical reflection.

**Total Time Commitment = 400 hours**
Certificate II in Automotive Studies (Mechanical) 22015VIC

The Certificate II in Automotive Studies offers students the opportunity to incorporate a Certificate II Industry recognised qualification within their VCAL or VCE studies. The course is designed to provide a ‘hands on’ learning environment and focuses on providing simulated practical work experiences, employability skills and career pathways into the automotive Industry as an Apprentice.

This course has been designed to align with needs to address increasing skills shortages in both the automotive vehicle industry and provides the skills to increase employment pathways and career opportunities of students.

Structured Workplace Learning (SWL)
SWL is not mandatory, though the VCAA strongly recommend a minimum of ten days work placement for each year of this program.

Contribution to the VCE
- Students undertaking the VCE VETAutomotive program are eligible for credit of up to four VCE VET units on their VCE statement of results - two units at Unit 1-2 level and a Unit 3-4 sequence.
- Students may accumulate VCE VET units over more than one year.
- Credit in this program is based on accrual of hours. To achieve a Unit 3-4 sequence for satisfactory completion purposes, a student must complete 400 hours of training including the compulsory units of competence.
- Students who successfully complete the Unit 3-4 sequence will be eligible for a 10% increment towards their ATAR.

Contribution to the VCAL
Students undertaking the VETAutomotive program are eligible for credit of:
- up to 200 hours of accredited training for the first year of the program
- up to 200 hours of accredited training for the second year of the program.
Certificate II in Building and Construction (Carpentry) 22216VIC – Partial Completion

Please note

The VCE-VET first and second year program is a partial completion of 22216VIC - Certificate II in Building and Construction (carpentry).

This program will provide students the knowledge and skills to enhance their employment prospects in the building and construction industry. On successful completion of the VCE VET program, students have achieved approximately two thirds of the pre-apprenticeship certificate, comprising the certificate core and some stream specific modules.

This provides partial completion of 22216VIC - Certificate II in Building and Construction. Students wishing to complete the entire pre-apprenticeship certificate need to undertake modules beyond the requirements of the VCE VET program.

Students undertaking the VCE VET program are provided with a Statement of Attainment.

Structured Workplace Learning (SWL)

SWL is not mandatory in this program; though the VCAA strongly recommends a minimum of ten days work placement for this program.

Contribution to the VCE

- Students undertaking this program are eligible for up to four VCE VET units on their VCE statement of results: two Units at a Unit 1-2 level, and a Unit 3-4 sequence.
- Students who successfully complete a unit 3-4 sequence will be eligible for a 10 percent increment towards their ATAR.

Contribution to the VCAL

Students undertaking this program are eligible for credit of:
- up to 212 hours of accredited training for the first year of the program
- up to 204 hours of accredited training for the second year of the program.

Training and employment outcomes

Apprentice Carpenter  Carpentry Apprenticeship
Apprentice Builder  Leads to Carpentry Apprenticeship
Bricklaying Apprenticeship  Bricklaying Apprentice
Certificate III in Catering Operations - SIT31013

This course is designed for anyone wishing to work in the catering industry. The qualification will run over three years with exit points for Certificate II Hospitality (Front of House) and Certificate II in Kitchen Operations.

Graduates will be able to work in a variety of catering settings including hospitals, aged care facilities, sport and entertainment venues, hotels and mobile catering businesses.

Training and employment outcomes

<table>
<thead>
<tr>
<th>Catering Operations</th>
<th>Commercial Cook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitality jobs</td>
<td>Hospitality careers</td>
</tr>
<tr>
<td>Hospitality operations</td>
<td>Commis Cook</td>
</tr>
<tr>
<td>Commercial/professional cook in large restaurant</td>
<td>Commercial Chef</td>
</tr>
<tr>
<td>Barista/Coffee Maker</td>
<td>Commercial/Professional Cook</td>
</tr>
<tr>
<td>Chef</td>
<td>Commercial Kitchen Supervisor</td>
</tr>
</tbody>
</table>

Structured Workplace Learning (SWL)

SWL is not mandated in this program, though the VCAA strongly recommend all VET students undertake some work placement. The VCAA strongly recommends a minimum of 30 hours.

Contribution to the VCE

- Students who complete Certificate II in Hospitality or Kitchen Operations will be eligible for up to four units of credit towards their VCE, two units at Unit 1-2 and a Unit 3-4 sequence.

- Students wishing to receive an ATAR contribution for Certificate II in Hospitality or Kitchen Operations must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

Contribution to the VCAL

Students undertaking the Certificate III in Catering Operation are eligible for credit of:

- up to 180 hours of accredited training for each year of the program.
Certificate III in Early Childhood, Education & Care - CHC30113

Please Note
This is a partial completion of the Certificate III in Early Childhood, Education and Care.

This course offers basic training for people who are seeking to work with more qualified staff in providing education programs and quality care for babies and children. The program trains students for centre-based, out of school hours, family day care and nanny roles, and caring for infants and children up to 12 years. Skills learned at the certificate III level include basic knowledge, training and understanding of child development and how to foster and support the emotional and educational wellbeing of infants and children.

Training and employment outcomes
- Early Childhood Educator Assistant
- Au pair
- Kindergarten Assistant
- Nanny
- Family Day Care Carer
- Kindergarten Worker

Structured Workplace Learning (SWL)
Students are required to attend mentored work placements during first and second years of the program. These are arranged by Chisholm Institute’s Children’s Services staff. A current working with children check is required for work placement when you are 18 years of age.

Contribution to the VCE
- This program may contribute to a 1-2 or 3-4 sequence, depending on the students' subject selection
- Attainment of units of competency/modules at AQF level III or above provides credit at Units 3-4 level.
- 90 nominal hours of training is required for each VCE Unit.
- Where available, a Unit 3-4 sequence may be awarded on satisfactory completion of 180 nominal hours at AQF level III.

Contribution to the VCAL
Students undertaking the Certificate III in Early Childhood, Education & Care are eligible for credit of:
- up to 440 hours of accredited training for the first year of the program
- up to 430 hours of accredited training for the second year of the program.
Certificate II in Engineering Studies - 22209VIC

The aim of the VCE VET Engineering Studies program is to provide participants with the knowledge and skills to enhance their employment prospects in the engineering or engineering related industries.

This program will enable students to gain a recognised credential, make a more informed choice of career path as well as expose them to two trade areas, fitting and turning, and fabrication.

Training and employment outcomes

Pre-apprenticeship

Apprentice

Structured Workplace Learning (SWL)

SWL is not mandated in this program, though the VCAA strongly recommend all VET students undertake some work placement. The VCAA strongly recommends a minimum of 80 hours.

Contribution to the VCE

- Students undertaking the VCE VET Engineering program are eligible for credit of up to four VCE VET units on their VCE statement of Results, two units at Unit 1-2 level and a Unit 3-4 sequence. Students may accumulate VCE VET units over more than one year.

- Students wishing to receive an ATAR contribution for 22019VIC Certificate II in Engineering Studies must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

Contribution to the VCAL

Students undertaking the Certificate II in Engineering Studies - 22209VIC are eligible for credit of:

- up to 200 hours of accredited training for the first year of the program
- up to 200 hours of accredited training for the second year of the program.
Certificate II in Hairdressing - SIH20111

The first year program will offer the student the opportunity to undertake a Certificate II qualification whilst completing their VCE or VCAL studies. Students will receive the training of a first year apprentice, practical skills for styling, removal of chemicals and basin services and undertake theory studies in client communication.

**Training and employment outcomes**
Hairdressing Apprentice

**Structured Workplace Learning (SWL)**
40 hours industry placement to be organised in consultation with Chisholm

**Contribution to the VCE**
- Attainment of units of competency at AQF level II provides credit at Units 1 and 2 level.

**Contribution to the VCAL**
Students undertaking the Certificate II in Hairdressing - SIH20111 are eligible for credit of:
- up to 327 hours of accredited training for the 1st year of the program.
Certificate III in Information, Digital Media and Games Creation (Partial Completion) - ICA30111

The Certificate III in Information, Digital Media and Technology (Games Creation) program is designed to introduce enthusiastic and passionate students to the games industry. The course will cover IT hardware, digital imaging, animation, principles of game design, interactive gaming and industry tools such as Unreal Development Kit (UDK). Students will be taught some advanced features of Microsoft Office. At this level, the emphasis is on simple game design.

Please note
This is a partial completion of the Certificate III in IDMT

Training and employment outcomes

- Multimedia Games Developer
- Support games developer
- Assistant PC games programmer
- Assistant Games Developer
- Mobile Games Programmer
- Assistant Games/Software Developer
- Electronic Games Design
- Games Designer
- Games Developer

Structured Workplace Learning (SWL)

SWL is not mandated in this program, however the VCAA strongly recommended all VET students undertake some work placement. The VCAA strongly recommend a minimum of 10 days

Contribution to VCE

- On successful completion of Program 2, students are eligible for up to two units at unit 1-2 level and a 3-4 sequence contribution to their VCE.
- Please note Chisholm program does NOT carry scored assessment.

Contribution to VCAL

Students undertaking the Certificate III in Information, Digital Media and Games Creation (Partial Completion) - ICA30111 are eligible for credit of:

- up to 225 hours of accredited training for the first year of the program
- up to 240 hours of accredited training for the second year of the program.
Certificate II in Outdoor Recreation - SIS20213

This program is designed to introduce the student to the employment and educational opportunities within the outdoor recreation industry. The focus of the program is on developing the skills, knowledge and confidence to work in the area of outdoor recreation. Students will develop leadership and organisational skills through theory and practical sessions in the classroom, the workplace and on a camp. Students will participate in a range of activities including surfing, snorkelling, rock-climbing and bushwalking.

After completing the Certificate II in Outdoor Recreation, students can proceed into the Certificate III in Outdoor Recreation or Certificate III in Sport and Recreation (VCE-VET Scored Assessment) and their second year.

Training and employment outcomes
Assistant Outdoor Guide

Structured Workplace Learning (SWL)
Please Note: SWL is compulsory for students undertaking their VET Sport and Recreation training through Chisholm. The requirements are as follows:

- All 1st Year students need to complete at least 40 hours of SWL (These hours can accumulate, and do not have to be undertaken in a single block)
- It is the school's responsibility to assist students with their SWL, and return the completed log books to the Sport and Recreation department.

Contribution to VCE
- Students who undertake a qualification from the VCE VET Sport and Recreation program in 2015 will be eligible for up to five units of credit towards their VCE, up to three units at Unit 1–2 and a Unit 3–4 sequence.
- For VCE contribution for Certificate III in Outdoor Recreation, please check that course page. Students must continue into the Certificate III in Sport and Recreation if they want to complete a scored program.
- Students wishing to receive an ATAR contribution for the Unit 3–4 sequence must undertake scored assessment for the purposes of gaining a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

Contribution to VCAL
Students undertaking the Certificate II in Outdoor Recreation - SIS20213 are eligible for credit of:

- up to 224 hours of accredited training for the first year of the program
- second year contribution will depend on whether the student continues into the Certificate III in Sport and Recreation or the Certificate III in Outdoor Recreation.