VCE Handbook & VCE Course Descriptions

Years 11 & 12

2014
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THE STRUCTURE OF THE VCE

- The Victorian Certificate of Education is usually a two year course, although students who leave school after Year 11 will be given credit for the units they have satisfactorily completed.
- In each subject, work is divided into Units. Each Unit is one semester long.
- Over the two years, students will normally study 22 semester length units. At Fairhills, most students will undertake 12 units in Year 11, and 10 units in Year 12.
- At Fairhills the students in the Seal / Enhancement programs undertake a 3 year enhanced VCE that enables them to complete a wider range of subjects, diversify their prerequisites and to also increase their ATAR rankings. Typically they would complete approximately 20 units at Year 11 and 14 units at Year 12.
- Each Unit has about four learning outcomes.
- To satisfactorily complete a learning outcome a student is required to:
  * complete it within the time limit
  * demonstrate that it is their own work
  * complete it in accordance with the precise description of the work in the study design.
- There is no grading of the learning outcomes. Each is reported as S or N
  S = satisfactorily completed
  N = not satisfactorily completed
- Units 1 and 2 of a study may be taken as single units. That is, a student may take Unit 1 without Unit 2 and vice-versa.
- In some studies, Units 3 and 4 may be taken without first taking Units 1 and 2, although this is not generally recommended as Units 1&2 form a basis for Unit 3 & 4 study.
- Units 3 and 4 may only be taken as a pair.
- Students undertaking the two year VCE course complete English Units 1 & 2 and then, in the second year, English Units 3 & 4. They may also elect to undertake Literature Units 1 & 2 in their first year and Literature Units 3 & 4 in their second year.
- Accelerated students completing the VCE English course over three years will complete English Units 1 & 2 in their first year, Literature Units 1 & 2 in their second year and English Units 3 & 4 in their third year. They may also undertake Literature Units 3 & 4 in their third year.

SATISFACTORY COMPLETION OF THE VCE
To satisfactorily complete the VCE, a student is required to pass at least 16 units of studies including:

At least 3 units of English
At least 3 other pairs of units 3 and 4 studies

The English requirement is met if a student satisfactorily completes 3 units of English:

Eg -One unit of English 1 & 2
AND either of the following pairs of units:
  English 3 & 4
  Literature 3 & 4

However, to be awarded an ATAR students must have units 3 & 4 in an English subject.
<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Unit 1/2</th>
<th>Unit 3/4</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
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<td>✓</td>
<td>English</td>
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<td>✓</td>
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<td>✓</td>
<td>EAL</td>
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<tr>
<td>Maths</td>
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<td>General Maths F and General Maths M</td>
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<td></td>
<td>✓</td>
<td>✓</td>
<td>Maths Methods</td>
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<td>✓</td>
<td>Further Maths</td>
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<td>✓</td>
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<td>Food &amp; Technology</td>
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<td>Information Technology</td>
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<tr>
<td></td>
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<td>✓</td>
<td>Information Technology Applications</td>
</tr>
<tr>
<td>PE &amp; Health</td>
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<td>Outdoor &amp; Environmental Studies</td>
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<td>Physical Education</td>
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<td>Health &amp; Human Development</td>
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<tr>
<td>Language</td>
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<td>Visual Arts</td>
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<td>Studio Arts</td>
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<td>Music Performance</td>
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<td>Theatre Studies</td>
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<td>✓</td>
<td>✓</td>
<td>Legal Studies</td>
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<td>Industry &amp; Enterprise (SWL) – see VET handbook</td>
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<tr>
<td>VET</td>
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<td>Horticulture</td>
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<td>Information Technology</td>
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<td>✓</td>
<td>✓</td>
<td>Sport and Recreation</td>
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<td>✓</td>
<td>Dance</td>
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<td>✓</td>
<td>✓</td>
<td>30 Others (KIOSC, TAFE or Mullum Cluster)</td>
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<tr>
<td>Other Knox Schools or D/Ed</td>
<td>✓</td>
<td>✓</td>
<td>Politics</td>
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<td></td>
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<td>Specialist Maths</td>
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<td>Software Development</td>
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<td>Environmental Science</td>
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<tr>
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<td>✓</td>
<td>History - Revolutions</td>
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<tr>
<td></td>
<td>✓</td>
<td>✓</td>
<td>Accounting</td>
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</tbody>
</table>
### ACCOUNTING Year 11 Units 1 & 2

**LEARNING AREA: BUSINESS**

**GENERAL DESCRIPTION:** Students are introduced to basic records kept by businesses to meet financial and taxation needs.

**PRE-REQUISITES:**
- Unit 1 – Nil
- Unit 2 – Unit 1 Accounting

**CLASS ACTIVITIES WILL INCLUDE**
- Practical studies to be completed in workbook or on the computer
- Review of work using summary exercises.
- Case studies
- Internet activities

**TOPICS/THEMES YOU WILL STUDY:**
- Cash Flow statements
- Profit and Loss Statement
- Balance Sheet
- Bank Reconciliation
- Report Analysis
- Break Even Analysis
- Depreciation
- GST
- Stock recording/valuation

**LEADING TO CAREERS / FURTHER STUDIES**
- Tertiary qualifications in Business/Commerce/Marketing
- Hospitality
- Self employment and running a business

**ASSESSMENT TASKS**
- Exercises
- Tests
- Reports
- Case Studies

### ACCOUNTING Year 12 Units 3 & 4

**LEARNING AREA: BUSINESS**

**GENERAL DESCRIPTION:** Students build on their understanding gained in Units 1 and 2 Accounting Principles and Practice. Double Entry Accounting is introduced.

**PRE-REQUISITES:** Accounting Unit 3-Units 1 and 2
- Unit 4 -Unit 3 Accounting

**CLASS ACTIVITIES WILL INCLUDE**
- Practical exercises to be completed on the computer or in the workbook
- Review of work using summary exercises
- Case studies to be used as revision
- Internet activities
- Completion of sample Test questions

**TOPICS/THEMES YOU WILL STUDY:**
- Statement of Cash Flows
- Profit and Loss Statements
- Classified Balance Sheet
- Budgeted Variance Reports
- General Ledgers
- Subsidiary Records
- Analysis
- GST’s impact on recording

**LEADING TO CAREERS / FURTHER STUDIES**
- Tertiary Certificates in Business/Commerce/Marketing
- Hospitality
- Self employment and running a business

**ASSESSMENT TASKS**
- Exercises
- Tests
- Reports to Management
- Case Studies
# Year 11 Units 1 & 2

**Learning Area:** Visual Arts

**General Description:** Unit 1: Encourages students to imaginatively explore materials and techniques to achieve set visual tasks, and looks at how the art of the past and present relates to society. Unit 2: Visually explores responses to ideas and issues of personal interest, and looks at the roles played by artists in society.

**Pre-Requisites:** None

**Recommendations:** Yr. 10 painting & drawing, or ceramics

**Class Activities Will Include:**
- Set tasks achieved through experimentation.
- Further development of drawing skills.
- Exploring a variety of techniques, eg. painting, drawing, ceramics, printmaking, etc.
- Cross media & inter media investigations.
- Study of art & artists from the past & present.

**Topics/Themes You Will Study:**
- Portraits / facial expressions and self portraits.
- Materials & techniques of art past & present.
- Personal interpretation of themes eg. war, old age, pollution etc.
- Visual analysis and discussion of the work of artists & art styles which relate to chosen themes.

**Leading To Careers / Further Studies:**
- Industrial / Interior Design.
- Graphic Design.
- Advertising, Architecture, Landscape Design etc.

**Assessment Tasks:**
- Folio of drawings & media experiments.
- Work Book.
- Completed Art works.
- Assignments / tests.
- Visual Analysis projects.

# Year 12 Units 3 & 4

**Learning Area:** Visual Arts

**General Description:** Units 3 & 4 Students develop and resolve a broad and innovative body of work as they communicate ideas through experiments in one or more media. They will also respond critically to art works and reflect on the issues and ideas raised.

**Pre-Requisites:** None

**Recommendations:** UNITS 1 & 2: ART or STUDIO ART

**Class Activities Will Include:**
- Exploration of ideas and techniques, which are documented and presented in a work book.
- Inter media and / or cross media exploration.
- Work from unit 3 is developed and resolved in unit 4 to become the “body of work” / folio.
- Ideas developed into completed works.
- Selected artists and periods will be studied.

**Topics/Themes You Will Study:**
- Students select a theme of personal interest.
- The emphasis is on innovation, exploration and experimentation to develop the chosen idea.
- Use analytical Frameworks to critique artworks developed through a study of artists and their artworks before and since 1970.
- Use of analytical frameworks to analyse artworks and evaluation of commentaries about artworks.

**Leading To Careers / Further Studies:**
- Industrial / Interior Design.
- Graphic Design.
- Advertising, Architecture, Landscape Design, Fine Art etc.

**Assessment Tasks:**
- The completed folio of work is school assessed and subject to external review.
- Written reports / essays / tests.
- An externally assessed written exam at the end of unit 4.
### Biology Year 11 Units 1 & 2

**General Description:** Unit 1 involves a study of the structure and function of cells, leading to a consideration of the organ systems of animals and plants and their classification into groups. Unit 2 examines the features of ecosystems and how organisms are adapted to their habitats. Changes within ecosystems are also studied.

**Pre-Requisites:** Any Yr 10 Science subject.

**Recommendations:** Yr 10 Biological Science

**Class Activities Will Include:**
- Analysis of data gathered
- Practical activities and experiments
- Excursions and fieldwork
- Oral & written work

**Topics/Themes You Will Study:**
- Cell structure and function
- Adaptation and classification of organisms
- Ecosystems
- Plant structure and function
- Systems in the human body (e.g., Digestive, respiratory, transport, excretory, reproductive)

**Leading to Careers / Further Studies:**
- All medical related fields – dentistry, medicine, nursing, paramedic, dietician, rehabilitation, occupational therapy, pharmacy, nursing
- Veterinary/animal related occupations – zookeeper, parks & wildlife ranger, fisheries
- Sports manager, coach, teacher, counsellor.
- Research-geneticist, environmental, sports
- Environmental-health & safety, park ranger
- Agriculture/Horticulture & plant studies – farming, winemaker, gardener, forester, landscaper, food technologist, teaching.

**Assessment Tasks:**
- Practical activities and reports
- Topic tests
- Written presentations & homework
- Semester exam

### Biology Year 12 Units 3 & 4

**General Description:** Unit 3; The microscopic world of single and multiple-celled organisms is studied along with their structure and how they regulate themselves to survive in many different environments. Microbes that cause disease and the body’s immune response to these are also investigated. Unit 4; Students investigate how living things inherit genetic characteristics from their parents. The process of evolution in living things and the amazing variety of life is also examined.

**Highly Recommended:** Unit 1 & 2 Biology, Unit 1 & 2 Chemistry

**Class Activities Will Include:**
- Experiments & activities
- Internet research
- Making models
- Producing posters & mind maps
- CD-ROM simulation, using probes to monitor environmental conditions, spreadsheets
- Excursions & fieldtrips

**Topics/Themes You Will Study:**
- Molecules of life
- Detecting and responding
- Heredity
- Change over time

**Leading to Careers / Further Studies:**
- All medical related fields – dentistry, medicine, nursing, paramedic, dietician, rehabilitation, occupational therapy, pharmacy, nursing
- Veterinary/animal related occupations – zookeeper, parks & wildlife ranger, fisheries
- Sports manager, coach, teacher, counsellor.
- Research-geneticist, environmental, sports
- Environmental-health & safety, park ranger
- Agriculture/Horticulture & plant studies & Biotechnology

**Assessment Tasks:**
- Practical activities & reports
- Short research projects
- Semester Trial Exams
- Activity Manual Questions
- Review questions
- End of year examination
### BUSINESS MANAGEMENT

#### YEAR 11
Units 1 & 2

**LEARNING AREA: BUSINESS**

<table>
<thead>
<tr>
<th>GENERAL DESCRIPTION: Management practices and processes within small businesses in Australia.</th>
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<tbody>
<tr>
<td><strong>PRE-REQUISITES:</strong> None</td>
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<table>
<thead>
<tr>
<th>CLASS ACTIVITIES WILL INCLUDE</th>
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</thead>
<tbody>
<tr>
<td>• Class discussions</td>
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<tr>
<td>• Videos</td>
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<tr>
<td>• IT presentations</td>
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<tr>
<td>• On-line research</td>
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<tr>
<td>• Note taking</td>
</tr>
<tr>
<td>• Interviews</td>
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<tr>
<td>• Running a Business (Optional)</td>
</tr>
<tr>
<td>• Work placement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOPICS/THEMES YOU WILL STUDY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Business concepts</td>
</tr>
<tr>
<td>• Small business: decision making, planning &amp; operation</td>
</tr>
<tr>
<td>• Day to Day operations</td>
</tr>
<tr>
<td>• Management &amp; Communication in business</td>
</tr>
<tr>
<td>• Managing the marketing process</td>
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<tr>
<td>• Managing public relation functions</td>
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<table>
<thead>
<tr>
<th>LEADING TO CAREERS / FURTHER STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Business studies</td>
</tr>
<tr>
<td>• Marketing</td>
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<tr>
<td>• Public Relations</td>
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<tr>
<td>• Self employment and running a business</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT TASKS</th>
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</thead>
<tbody>
<tr>
<td>• Tests</td>
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<tr>
<td>• Case Studies</td>
</tr>
<tr>
<td>• Developing a business plan or short-term business activity</td>
</tr>
<tr>
<td>• Analytical exercise</td>
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<tr>
<td>• Report writing</td>
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<tr>
<td>• Public relations campaign</td>
</tr>
<tr>
<td>• Work Placement Logbook</td>
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</table>

### BUSINESS MANAGEMENT

#### YEAR 12
Units 3 & 4

**LEARNING AREA: BUSINESS**

<table>
<thead>
<tr>
<th>GENERAL DESCRIPTION: Management practices and processes within large-scale organisations in Australia.</th>
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</thead>
<tbody>
<tr>
<td><strong>PRE-REQUISITES:</strong> Unit 3-Nil Unit 4-Unit 3</td>
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</table>

<table>
<thead>
<tr>
<th>CLASS ACTIVITIES WILL INCLUDE</th>
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<tbody>
<tr>
<td>• Class discussions</td>
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<tr>
<td>• Videos</td>
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<tr>
<td>• IT presentations</td>
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<td>• On-line research</td>
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<td>• Note taking</td>
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<td>• Interviews</td>
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<table>
<thead>
<tr>
<th>TOPICS/THEMES YOU WILL STUDY:</th>
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<tbody>
<tr>
<td>• Large-scale organisations</td>
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<tr>
<td>• Organisations and the role of management</td>
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<tr>
<td>• Management styles and skills</td>
</tr>
<tr>
<td>• Operations management</td>
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<tr>
<td>• Human resource management</td>
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<tr>
<td>• Management of Change</td>
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<thead>
<tr>
<th>LEADING TO CAREERS / FURTHER STUDIES</th>
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<tr>
<td>• Business Studies</td>
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<tr>
<td>• Marketing</td>
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<tr>
<td>• Public Relations</td>
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<tr>
<td>• Self employment and running a business</td>
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<table>
<thead>
<tr>
<th>ASSESSMENT TASKS</th>
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</thead>
<tbody>
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<td>• Analytical exercises</td>
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<tr>
<td>• Case Studies</td>
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<tr>
<td>• Tests</td>
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<tr>
<td>• Final external examination</td>
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</tbody>
</table>
## CHEMISTRY | YEAR 11 | Units 1 & 2 | LEARNING AREA: SCIENCE
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**GENERAL DESCRIPTION:** Chemical processes are important in improving human health, caring for the environment and the manufacture of new chemicals designed for useful purposes. Students will investigate, explore and solve problems linked to the structure and properties of a variety of chemical substances.

**PRE-REQUISITES:** Unit 1 & 2 Maths Methods + CO-REQUISITE

**RECOMMENDATIONS:** Year 10 Mainstream Maths, Year 10 Physics/Chemistry

**CLASS ACTIVITIES WILL INCLUDE**
- Experiments
- Modelling Chemical structures
- Concept mapping
- Research
- Problem solving
- Writing practical reports

**TOPICS/THEMES YOU WILL STUDY:**
- The Periodic Table
- Materials
- Water
- The Atmosphere
- Green Chemistry

**LEADING TO CAREERS / FURTHER STUDIES**
- Medical-doctor, nurse, dietician, dentist, pharmacist, physiotherapist, microbiologist
- Environmental-forester, ecologist, oceanographer, horticulturist, agricultural
- Physical-chemist, engineer, botanist, forensic scientist, physicist, botanist.

**ASSESSMENT TASKS**
- Practical work and report
- Multimedia investigations and presentations
- Topic Tests
- Semester Exam
- Data Analysis

## CHEMISTRY | YEAR 12 | Units 3 & 4 | LEARNING AREA: SCIENCE
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**GENERAL DESCRIPTION:** Chemical processes are important in improving human health, caring for the environment and the manufacture of new chemicals designed for useful purposes. Students will investigate the analysis of chemicals and consider the requirements of large-scale production of such chemicals. The supply and use of various sources of energy will be explored in both living and non-living systems.

**PRE-REQUISITES:** Unit 1 & 2 Chemistry + Unit 1&2 Maths Methods

**CLASS ACTIVITIES WILL INCLUDE**
- Experiments
- Quantitative exercises
- Flowcharts
- CD-ROM simulation, using probes to monitor environmental conditions, spreadsheets
- Analysis of data
- Study of analytical machines
- Topic tests & exams

**TOPICS/THEMES YOU WILL STUDY:**
- Chemical Analysis
- Organic Chemical Pathways
- Industrial Chemistry
- Supplying & Using Energy

**LEADING TO CAREERS / FURTHER STUDIES**
- Medical-doctor, nurse, dietician, dentist, pharmacist, physiotherapist, microbiologist
- Environmental-forester, ecologist, oceanographer, horticulturist, agricultural
- Physical-chemist, engineer, botanist, forensic scientist, physicist, botanist.

**ASSESSMENT TASKS**
- Extended Experimental Analysis
- Written reports on practical activities
- Annotated Poster
- Data Analysis
- End of year exam
### DANCE YEAR 11 Units 1 & 2

**LEARNING AREA: PERFORMING ARTS**

**GENERAL DESCRIPTION:** This unit is designed to allow the students to explore the body as an instrument of expression and expand their dance vocabulary by experimenting with different ways of executing movement to produce contrasting qualities. Students learn to apply knowledge of the safe use and care of the body in the development of their physical skills and body actions. They explore and perform dance works originating from different dance-making processes through a range of dance styles, and use these to create solo and group pieces. Students develop their skills in analysing cultural influences & discussing ways in which the contrasting qualities of movement express the intention of their own and dance works of others.

**PRE-REQUISITES:** Competency at Year 10 standard or previous and current dance experience.

**CLASS ACTIVITIES WILL INCLUDE**
- Using a range of experiences and ideas as a basis for exploring expressive intentions in dance.
- Exploring many different dance making processes and stimuli to create dances for a range of target audiences.
- Expanding movement vocabulary and developing technique through the exploration of a range of dance styles.
- Developing ideas and dance skills through analysis and observation of dance styles, expressive intentions, form and group structures.

**LEADING TO CAREERS / FURTHER STUDIES**
- Professional Dancer / Performer in Australia or Internationally
- Choreographer
- Dance Educator in Schools or Private Institutions
- Dance Therapist
- Artistic Reviewer (writing columns for The Age, The Sun etc)
- Owner of a Dance Company
- Set/Lighting/Costume/Make-up Designer
- Arts Administrator
- Director of Festivals/Creator of Community Events
- Work with students with Special Needs; Early Childhood, Adult Education etc
- Dance Researcher (Masters/Doctorate in Dance)
- Dance/Dance Education Lecturer at Tertiary Level

### DANCE YEAR 12 Units 3 & 4

**LEARNING AREA: PERFORMING ARTS**

**GENERAL DESCRIPTION:** Students are encouraged to develop & refine compositional skills by exploring ways in which the intention of the dance can be expressed through the use of spatial organisation, group structures and form. Students’ ideas are developed through the analysis of cultural influences on compositional technical complexity, accuracy and performance skills through the practical component of these units. For this unit students will focus on the creation of a Technical Solo and a Composition Solo for external examination.

**PRE-REQUISITES:** None

**RECOMMENDATIONS: UNITS 1 & 2 DANCE**

**CLASS ACTIVITIES WILL INCLUDE**
- Using a range of cultural experiences, visual prompts, objects & literature for exploring expressive intentions in dance.
- Exploring many different dance making processes, choreographic devices and stimuli to create dances for a range of target audiences.
- Developing technique, body alignment and movement vocabulary through the exploration of a range of dance styles.
- Developing ideas and dance skills through analysis and observation of dance styles, expressive intentions, form, group structures and production elements.

**LEADING TO CAREERS / FURTHER STUDIES**
- Professional Dancer/Performer in Australia or Internationally
- Choreographer
- Dance Educator in Schools or Private Institutions
- Dance Therapist
- Artistic Reviewer (writing columns for The Age, Sun etc)
- Owner of a Dance Company
- Set/Lighting/Costume/Make-up Designer
- Arts Administrator
- Director of Festivals/Creator of Community Events
- Work with students with Special Needs; Early Childhood, Adult Education etc
- Dance Researcher (Masters/Doctorate in Dance)
- Dance/Dance Education Lecturer at Tertiary Level
## English Year 11 Units 1 & 2

**Learning Area: English**

**General Description:** These units are designed to focus on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted.

**Pre-Requisites:** Satisfactory completion of both semesters of Year 10 English

### Class Activities Will Include
- Construct written responses for different purposes and audiences.
- Consider a range of issues and analyse the persuasive devices writers use.
- Deliver an oral presentation of a point of view on an issue.
- Study a range of set texts.
- Semester examinations.

### Topics/Themes You Will Study:
- Reading and Responding
- Creating and Presenting
- Using language to persuade

### Leading to Careers / Further Studies
- Fluency in written and spoken English is important and in most careers.
- Humanities studies.
- Law, Journalism, Media, Advertising, Tourism, Public Service, Teaching, Public Relations.

### Assessment Tasks
- Construct responses to set texts and Australian media texts.
- Produce effective written texts for a range of purposes and audiences.
- Comment orally on the key idea issues and information conveyed in print and non print texts and identify and analyse verbal and non verbal methods of presentation.
- Communicate effectively in writing, taking into account context, purpose and audience.
- Semester 1 and 2 examinations.

## English Year 12 Units 3 & 4

**Learning Area: English**

**General Description:** These units are designed to focus on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring reading within the chosen context and the ability to explain choices they have made as authors.

**Pre-Requisites:** Satisfactory completion of at least Unit 1 or Unit 2 of English.

### Class Activities Will Include
- Study of four major set texts.
- Study of a context and related set and supplementary text on ‘Encountering Conflict’.
- Writing in a variety of forms for different purposes and audiences.
- An oral task.
- Issues study.
- Preparation for external examination including a three hour October test.

### Topics/Themes You Will Study:
- Reading and responding
- Creating and presenting
- Using language to persuade

### Leading to Careers / Further Studies
- Fluency in written and spoken English is important and in most careers.
- Humanities studies.
- Law, Journalism, Media, Advertising, Tourism, Public Service, Teaching, Public Relations.

### Assessment Tasks
- Analyse how a selected text constructs meaning, conveys ideas and values and is open to a range of interpretations.
- Draw on ideas and/or arguments suggested by a chosen context to create written texts for a specified audience and purpose.
- Analyse the ways in which language and visual textures are used to present a point of view.
### EAL YEAR 11 Units 1 & 2

**LEARNING AREA: ENGLISH**

**GENERAL DESCRIPTION:** These units are designed to focus on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted.

**PRE-REQUISITES:**

**CLASS ACTIVITIES WILL INCLUDE**
- Construct written responses for different purposes and audiences.
- Consider a range of issues and analyse the persuasive devices writers use.
- Deliver an oral presentation of a point of view on an issue.
- Study a range of set texts.
- Semester examinations.

**TOPICS/THEMES YOU WILL STUDY:**
- Reading and Responding
- Creating and Presenting
- Using language to persuade

**LEADING TO CAREERS / FURTHER STUDIES**
- Fluency in written and spoken English is important and in most careers.
- Humanities studies.
- English is a prerequisite for most University Courses. EAL satisfies this requirement

**ASSESSMENT TASKS**
- Construct responses to set texts and Australian media texts.
- Produce effective written texts for a range of purposes and audiences.
- Comment orally on the key ideas issues and information conveyed in print and non print texts and identify and analyse verbal and non verbal methods of presentation.
- Communicate effectively in writing, taking into account context, purpose and audience.
- Semester 1 and 2 examinations.

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### EAL YEAR 12 Units 3 & 4

**LEARNING AREA: ENGLISH**

**GENERAL DESCRIPTION:** These units are designed to focus on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring reading within the chosen context and the ability to explain choices they have made as authors.

**PRE-REQUISITES:** Satisfactory completion of at least Unit 1 or Unit 2 of EAL

**CLASS ACTIVITIES WILL INCLUDE**
- Study of three major set texts.
- Study of a context and related set and supplementary text on 'Encountering Conflict'.
- Writing in a variety of forms for different purposes and audiences.
- An oral task.
- Issues study.
- Preparation for external examination including a three hour October test.

**TOPICS/THEMES YOU WILL STUDY:**
- Reading and responding
- Creating and presenting
- Using language to persuade

**LEADING TO CAREERS / FURTHER STUDIES**
- Fluency in written and spoken English is important and in most careers.
- Humanities studies.
- English is a prerequisite for most University Courses. EAL satisfies this requirement

**ASSESSMENT TASKS**
- Analyse how a selected text constructs meaning, conveys ideas and values and is open to a range of interpretations.
- Draw on ideas and/or arguments suggested by a chosen context to create written texts for a specified audience and purpose.
- Analyse the ways in which language and visual textures are used to present a point of view.
- Persuade other of a point of view.
GENERAL DESCRIPTION: The VCAL Literacy Skills Units are designed for use within the Literacy and Numeracy Skills Strand of VCAL.

PURPOSE: The purpose of the VCAL Literacy Skills Units is to develop literacy skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian Society.

- Family and social life
- Education and training contexts
- Workplace and institutional settings
- Community and civic life

Literacy (reading, writing, speaking and listening) occurs in all these social contexts and different domains or areas of literacy practice correspond with these social contexts.

VCAL CERTIFICATE AWARD LEVEL REQUIREMENTS
There are four VCAL Literacy Skills Units, two at Intermediate level and two at Senior level.

INTERMEDIATE LITERACY SKILLS
- Reading and Writing Unit
- Oral Communication Unit

SENIOR LITERACY SKILLS
- Reading And Writing Unit
- Oral Communication Unit

GENERAL DESCRIPTION: Intermediate literacy skills are undertaken in two units:

READING AND WRITING UNIT
This unit has eight learning outcomes, four relate to the reading domain and four to the writing domain. These are:

- Literacy for self expression
- Literacy for practical purposes
- Literacy for knowledge
- Literacy for public debate

ORAL COMMUNICATION UNIT
This unit has three learning outcomes and students must show competence in each to achieve the unit. These outcomes are:

- Oracy for knowledge
- Oracy for practical purposes
- Oracy for exploring issues and problem solving

Senior Literacy Skills are undertaken in two units as for Intermediate ie; a Reading and Writing Unit and a Oral Communication Unit

The Reading and Writing Unit has seven learning outcomes and the Oral Communications Unit has three outcomes.
### FOOD & TECHNOLOGY
#### YEAR 11 Units 1 & 2
**LEARNING AREA: TECHNOLOGY**

**GENERAL DESCRIPTION:** Study of the diverse nature of food, how to prepare it and how to store it for the best quality in terms of safety, health and aesthetics. Students research, analyse and apply the most suitable food preparation and cooking methods to optimise the sensory, physical and chemical properties of food.

**PRE-REQUISITES:** None

**RECOMMENDATIONS:** Interest in Food Preparation and Planning.

**CLASS ACTIVITIES WILL INCLUDE**
- Production work with a variety of Foods.
- Food Selection for Special Reasons
- Food Tests / experiments
- Discussion of Food Issues
- Internet Research
- Selection of Correct Tools and Equipment
- Food Storage Evaluations
- Planning Meals for Small-scale Food Operations
- Class Restaurants

**TOPICS/THEMES YOU WILL STUDY:**
- Unit 1
  - Keeping food safe
  - Food properties & preparation
- Unit 2
  - Food preparation processes
  - Planning in food preparation

**LEADING TO CAREERS / FURTHER STUDIES**
- Areas of Hospitality Industry
- Related TAFE Courses
- Food Developments using Technology
- Research Kitchen Assistants
- Fast Food Industry & Event management

**ASSESSMENT TASKS**
- Records of Planning and Production
- Production work
- ICT Presentations
- Tests (short answer, open book)
- Short written Reports
- Oral Reports
- Practical Tests
- Multimedia Presentations

### FOOD & TECHNOLOGY
#### YEAR 12 Units 3 & 4
**LEARNING AREA: TECHNOLOGY**

**GENERAL DESCRIPTION:** Students develop an understanding of food safety in Australia and apply safe work practices in food classes. A design plan is developed and implemented independently. New and emerging trends in food product development are investigated.

**PRE-REQUISITES:** None

**RECOMMENDATIONS:** Units 1 & 2 would be a help for students.

**CLASS ACTIVITIES WILL INCLUDE**
- Food Preparation and Production
- Study of recently developed products
- Internet Research
- Writing Design Briefs and planning Production
- Recipe research.
- Written reports on evaluation and research
- Group Work.
- Data show Presentation
- Tests.

**TOPICS/THEMES YOU WILL STUDY:**
- Unit 3
  - Food preparation processing and food controls
  - Food preparation and processing
  - Developing a design plan folio
- Unit 4
  - Implementing and design plan
  - Food product development
  - Food product development and emerging trends

**LEADING TO CAREERS / FURTHER STUDIES**
- Hospitality Studies in all aspects of the industry
- TAFE courses in Food Preparation
- Food Inspection & Event management
- This subject requires student to develop a folio – Valuable for design based Tertiary courses

**ASSESSMENT TASKS**
- A report in multimedia format
- Short answer test
- Short written report (400-500 words)
- Practical test in Food Preparation
- Record of food planning and presented in a folio
- Evaluation report
**GEOGRAPHY**

**YEAR 11**
Units 1 & 2

**LEARNING AREA: HUMANITIES**

**GENERAL DESCRIPTION:** Students investigate the location and nature of natural environments and explore change caused by natural processes and human activities. Living conditions in Australia and parts of the world are described along with factors that contribute to differences and inequalities in living conditions.

**PRE-REQUISITES:** Nil

**RECOMMENDATIONS:** Year 10 Geography

**CLASS ACTIVITIES WILL INCLUDE**
- Analysis and production of maps and graphs
- Written responses to information
- Fieldwork
- Discussion and oral presentations
- Interpretation of videos and slides

**TOPICS/THEMES YOU WILL STUDY:**
- Geographical characteristics of places (eg Volcanoes; Vietnam)
- How places are changed by natural processes and human activities
- Variations in living conditions (eg food, wealth, shelter, employment)
- Factors which cause different living conditions in regions (eg Melbourne: Africa)
- How organisations respond to inequalities in living conditions

**LEADING TO CAREERS / FURTHER STUDIES**
- Planning and land use management
- Park and Recreation Management
- Tourism and Travel
- Cartography and survey
- Tertiary Studies
- Teaching

**ASSESSMENT TASKS**
- Research reports
- Fieldwork assignments
- Written analysis
- Analysis of Geographic data
- Tests

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**GEOGRAPHY**

**YEAR 12**
Units 3 & 4

**LEARNING AREA: HUMANITIES**

**GENERAL DESCRIPTION:** In Unit 3, students investigate the nature and distribution of regional resources and the variations in their use over place and time. The impact of resource use and the effectiveness of current and future resource management are examined at a local level as well as the issue of water resources in Australia, with the focus on the Murray-Darling Basin. In Unit 4, the geographical impact of certain global phenomena and their impact on people and places are studied.

**PRE-REQUISITES:** None, but Unit 3 must be passed before unit 4.

**CLASS ACTIVITIES WILL INCLUDE**
- Written responses
- Data Processing
- Practical exercises
- Class discussion
- Fieldwork
- Research

**TOPICS/THEMES YOU WILL STUDY:**
- Water resources and their use in the Murray/Darling Basin
- Local recreational uses in the Dandenong Ranges National Park.
- Global Warming
- Desertification
- Global Population Characteristics

**LEADING TO CAREERS / FURTHER STUDIES**
- Planning and land use management
- Park and Recreation Management
- Tourism and Travel
- Cartography and survey
- Tertiary Studies
- Teaching

**ASSESSMENT TASKS**
- Practical work activities
- Analysis of Geographical Data
- Research Report
- Fieldwork Report
# Year 11

**Units 1 & 2**

**Learning Area: LOTE**

**General Description:** Students will use German in oral and written form in order to develop their communication skills. We will emphasize the studies of culture and civilisation of German speaking countries.

**Pre-Requisites:** Yr 10 German

**Recommendations:** A 'Good' average or above on Yr 10 Work Requirements.

**Class Activities Will Include**
- Oral Activities (informal conversation)
- Role plays / interviews
- Listening tasks (broadcasts/ short films)
- Vocabulary extension activities
- Writing (journal entries/ letters)

**Topics/Themes You Will Study:**
- Family and friends
- School life and aspirations
- Leisure and lifestyles
- Past and present
- Social Issues
- Media, music and songs
- Environment
- Jobs and careers

**Leading to Careers / Further Studies**
- Teaching
- Hospitality
- Tourism
- Business
- Interpreting/Translating
- Scholarships/ International exchanges
- Diplomatic service

**Assessment Tasks**
- Spoken/written exchange
- Obtaining information from spoken/written texts
- Personal response to text
- Writing
- Role play/ oral presentation

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# Year 12

**Units 3 & 4**

**Learning Area: LOTE**

**General Description:** In Year 12 students skills in communicating in German in both the spoken and written forms are further developed. Students undertake a major cultural study in German. With the skills acquired students will be able to use their German for work, further study, training, or leisure.

**Pre-Requisites:** Yr 11 German

**Recommendations:** “Good” average or above on outcomes.

**Class Activities Will Include**
- Role plays
- Listening activities
- Writing activities (all text types)
- Class discussions
- Videos/ DVD’s
- Oral activities

**Topics/Themes You Will Study:**
- Personal identity
- The world of work
- Tourism
- Leisure and Lifestyles
- People and Places
- Art and entertainment

**Leading to Careers / Further Studies**
- Teaching
- Hospitality
- Tourism
- Business
- Interpreting/ Translating
- Flight Attendant
- Diplomatic Service

**Assessment Tasks**
- Personal or imaginative writing
- Analyse and use information from written tasks
- Response to material
- Role play
- Persuasive, informative or evaluative writing
- Interview
- Oral examination
- Written examination
**HEALTH AND HUMAN DEVELOPMENT**

**YEAR 11 Units 1 & 2**

**LEARNING AREA: PE & HEALTH**

**GENERAL DESCRIPTION:** The unit looks at the development and health of an understanding of individual that occurs through the lifespan stages of childhood, youth and adulthood. It encompasses an understanding of variations in health and human development are influenced by a range of determinants including biological and behavioural factors, as well as physical and social environments.

**PRE-REQUISITES:** None

**RECOMMENDATIONS:** An interest in health and development through our lives.

**CLASS ACTIVITIES WILL INCLUDE**
- Research tasks
- Focus questions
- Video presentations
- Visiting speakers
- Class Discussion
- Media reviews
- Key knowledge & application questions

**TOPICS/THEMES YOU WILL STUDY:**
- Unit 1 The health & development of Australia’s youth
  1. Understanding health & development
  2. Youth health and development
  3. Health issues for Australia’s youth
- Unit 2 Individual human development and health issues
  1. The health & development of Australia’s children
  2. Adult health and development
  3. Health issues

**LEADING TO CAREERS / FURTHER STUDIES**
- Nursing or other related areas
- Medical and related professions
- Child care courses at Tafe
- Health Promotion
- Geriatric Care
- Youth Work and Teaching

**ASSESSMENT TASKS**
- Case study work
- Structured Questions
- Media Analysis
- Data Analysis
- Written and Oral Reports
- Multimedia Presentation

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**HEALTH AND HUMAN DEVELOPMENT**

**YEAR 12 Units 3 & 4**

**LEARNING AREA: PE & HEALTH**

**GENERAL DESCRIPTION:** This unit critically examines health and human development from an individual, community, national and global perspective; developing an understanding of the interdependencies between health, human development, and sustainability. It identifies, develops and evaluates behaviours and strategies that promote health and human development; analyses the role of governments and non-government agencies in achieving sustainable improvements in health and human development in Australia and globally.

**PRE-REQUISITES:** None

**RECOMMENDATIONS:** Units 1 and 2

**CLASS ACTIVITIES WILL INCLUDE**
- General discussion and teaching.
- Media presentations
- Visiting speakers
- Data Analysis
- Media Studies
- Key Knowledge & application questions
- Weekly Quiz

**TOPICS/THEMES YOU WILL STUDY:**
- Unit 3 Australia’s health
  - Understanding Australia’s Health
  - Promoting health in Australia
- Unit 4 Global health and human development
  - Introducing global health and human development
  - Promoting global health and human development

**LEADING TO CAREERS / FURTHER STUDIES**
- Nursing
- Medical and related professions
- Childcare
- Youth Work and Education
- Community services
- Health promotion

**ASSESSMENT TASKS**
- Analysis of Data
- Case study Analysis
- Structured Questions
- Multimedia Presentation
- Short Written Responses
### HISTORY – TWENTIETH CENTURY WORLD
#### YEAR 11 Units 1 & 2

**LEARNING AREA: HUMANITIES**

**GENERAL DESCRIPTION:** To enable students to understand change and continuity in the Twentieth Century and analyse and respond to historical evidence creatively and critically to make meaning of the past. Students will acquire understanding and knowledge of how societies change.

**PRE-REQUISITES:** None

**RECOMMENDATIONS:** None

**CLASS ACTIVITIES WILL INCLUDE**
- Biographies and diaries
- Group discussions and oral presentations
- Analytical exercises
- Short reports and quizzes
- Response to visual and written material
- Multi-media presentation
- IT and Internet
- Film review
- Interviews
- Case Study

**TOPICS/THEMES YOU WILL STUDY:**
- Crisis and Conflict (eg World War 1 and 2; Weimar Republic, Nazi Germany)
- Social Life
- Cultural Expression (eg Film Study)
- Ideas and Political Power (eg The Cold War; The Korean and Vietnam Wars)
- Social Movements (eg Students of the 1960’s)
- Growth of Internationalism (eg The end of the Cold War: Globalisation)

**LEADING TO CAREERS / FURTHER STUDIES**
- Tertiary Studies, Administration, Foreign Affairs and Diplomacy, Industrial Relations, Author, Anthropology and Archaeology, Publisher, Historian, Teaching, Tourism, Journalism, Film and Television, Legal, Research, Archivist Librarian.

**ASSESSMENT TASKS**
- Analytical essay
- Short responses or multi-media presentations
- Analytical graphic exercise
- Film review
- Research task
- Oral Presentation

### HISTORY – AUSTRALIAN
#### YEAR 12 Units 3 & 4

**LEARNING AREA: HUMANITIES**

**GENERAL DESCRIPTION:** The colonial experience till 1850, examining the impact of European colonisation upon Aboriginal communities. Examination of the period 1850 to 1900, characterised by expansion and consolidation. Students look at the changing lives of groups of Australians during the period 1901-1945 and examine an event that created debate and division in Australian society from 1945.

**PRE-REQUISITES:** Nil

**RECOMMENDATIONS:** Nil

**CLASS ACTIVITIES WILL INCLUDE**
- Discuss/debate whether the European arrival was a ‘settlement’ or ‘invasion’
- Possible excursion the National Art Gallery to view paintings of the period 1850-1900
- Research the life of a famous Australian
- The Great depression
- Timeline of the significant events
- Analyse the various sources of primary and secondary evidence
- Analysis of the Vietnam War
- Film Studies

**TOPICS/THEMES YOU WILL STUDY:**
- Ideas and motives which influenced the patterns of migration
- Impact of European contact and colonisation on Aboriginal communities
- A new land: Port Phillip District 1830-1860
- Nation, Race & Citizen (1888-1914)
- Testing the New Nation (1914-1950)
- Examination of the way artists, politicians, writers etc represented the period
- The Great Depression
- Vietnam War
- Debating Australia’s Future (1960-2000)

**LEADING TO CAREERS / FURTHER STUDIES**
- Tertiary Studies, Teaching, Administration, Foreign Affairs & Diplomacy, Industrial relations, Author, Anthropology & Archaeology, Publisher, Historian, Teaching, Tourism, Journalism, Film & Television, Legal, Research, Archivist Librarian.

**ASSESSMENT TASKS**
- Analysis of visual representation
- Analysis of written documents
- Essay
- Biographical study
- Research report
- Essay
- Film Study
# INFORMATION TECHNOLOGY
## YEAR 11
### Units 1 & 2
### LEARNING AREA: TECHNOLOGY

**GENERAL DESCRIPTION:** Study of how Information Technology is used to assist individuals and organisations. This study looks at how individuals and organisations use, and can be affected by, information technology and information systems.

**PRE-REQUISITES:** None  
**RECOMMENDATIONS:** None

**CLASS ACTIVITIES WILL INCLUDE**
- Written Investigations
- Written Projects
- Computer Practical Work (individual and group)
- Research
- Written reports

**TOPICS/THEMES YOU WILL STUDY:**
- Web authoring software
- The internet and Web development software
- Project management
- Multimedia software
- Data and Information
- Database Software & Programming Software
- Economic and social impact
- Computer Networks
- The use of IT to persuade, inform, entertain or educate.

**LEADING TO CAREERS / FURTHER STUDIES**
- Computer Industry
- Business Administration
- Adjunct Users of Technology
- Many tertiary studies

**ASSESSMENT TASKS**
- Exam response to design brief
- Written reports
- Task analysis
- Practical work
- Group Production
- Test response

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# IT APPLICATIONS
## YEAR 12
### Units 3 & 4
### LEARNING AREA: TECHNOLOGY

**GENERAL DESCRIPTION:** The study looks at why information is used in organisations and the ways in which it is processed and managed including a range of techniques, procedures and strategies to solve information problems efficiently and effectively in a new or modified information system.

**PRE-REQUISITES:** None

**CLASS ACTIVITIES WILL INCLUDE**
- Written theory work
- Project management
- Practical work
- Web pages
- Databases
- Visual thinking tools
- Spreadsheets

**TOPICS/THEMES YOU WILL STUDY:**
- Microsoft Excel
- Microsoft Access & Microsoft Visio
- Microsoft FrontPage
- Project management
- Project Design Techniques
- Social and economic issues related to IT change
- Types of organisations and the type of information that they need.
- Networks
- Problem solving methodology

**LEADING TO CAREERS / FURTHER STUDIES**
- Computer Industry
- Business Administration
- Adjunct Users of Technology
- Many tertiary studies

**ASSESSMENT TASKS**
- Written Reports
- Information Technology solutions to design briefs
- Tests
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<th>IT SOFTWARE DEVELOPMENT</th>
<th>YEAR 12 Units 3 &amp; 4</th>
<th>LEARNING AREA: TECHNOLOGY</th>
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GENERAL DESCRIPTION: This study looks at techniques and procedures to analyse and design information systems including a networked system, and to partially design and develop a software solution through the use of a programming language.

PRE-REQUISITES: None

CLASS ACTIVITIES WILL INCLUDE
- Written theory work
- Theory exercises
- Case Studies
- Feasibility Studies
- Design Tools
- Evaluation Techniques

TOPICS/THEMES YOU WILL STUDY:
- Visual Basic.net and Javascript software
- System Development Life Cycle
- Networks

LEADING TO CAREERS / FURTHER STUDIES
- Multimedia
- Computer Engineering
- Systems Analyst
- Certified Technicians (CISCO, MICROSOFT)

ASSESSMENT TASKS
- Test
- Written Report
- Practical task
## JAPANESE YEAR 11 Units 1 & 2
#### LEARNING AREA: LOTE

**GENERAL DESCRIPTION:** Students are taught to use Japanese to communicate with others in both the spoken and written form. An understanding and appreciation of the culture is developed. With the skills learnt students will be able to apply their Japanese to work, further study, training, or leisure.

**PRE-REQUISITES:** Yr 10 Japanese  
**RECOMMENDATIONS:** A ‘Good’ average or above on Yr 10 Work Requirements.

**CLASS ACTIVITIES WILL INCLUDE**
- Role plays
- Games
- Listening activities
- Writing activities
- Class discussions
- Videos
- Oral activities
- Internet posting

**TOPICS/THEMES YOU WILL STUDY:**
- Personal world
- School life
- Leisure
- Culture shock
- Travel in Japan
- Survival skills in Japan
- Part-time jobs
- Future plans

**LEADING TO CAREERS / FURTHER STUDIES**
- Teaching
- Hospitality
- Tourism
- Business
- Interpreting
- Flight Attendant
- Scholarships / International exchanges
- Diplomatic service

**ASSESSMENT TASKS**
- Spoken/Written exchange
- Obtaining information from spoken/written texts
- Personal response to text
- Writing
- Role play

## JAPANESE YEAR 12 Units 3 & 4
#### LEARNING AREA: LOTE

**GENERAL DESCRIPTION:** In Year 12 students skills in communicating in Japanese in both the spoken and written forms are further developed. Students undertake a major cultural study of their choice in Japanese. With the skills acquired students will be able to use their Japanese for work, further study, training, or leisure.

**PRE-REQUISITES:** Yr 11 Japanese  
**RECOMMENDATIONS:** ‘Good’ average or above on outcomes

**CLASS ACTIVITIES WILL INCLUDE**
- Role plays
- Games
- Listening activities
- Writing activities
- Class discussions
- Videos
- Oral activities
- Internet posting

**TOPICS/THEMES YOU WILL STUDY:**
- Research topic of individual students’ choice
- Future plans
- Traditional and modern culture
- Changes and comparisons in Japanese lifestyles
- Education system
- Changes in technology (gadgets in daily life)
- Family life and employment in Japan

**LEADING TO CAREERS / FURTHER STUDIES**
- Teaching
- Hospitality
- Tourism
- Business
- Interpreting
- Flight Attendant
- Scholarships / International exchanges

**ASSESSMENT TASKS**
- Personal or imaginative writing
- Analyse and use information from spoken texts
- Response to written text
- Role play
- Persuasive, informative or evaluative writing
- Interview
- Oral examination
- Written examination
## Year 11
### General Description
This study is about the way the Law relates to and serves both the individual and the community. It concentrates on how the Law begins, is structured and operates in Australia. The course will be structured around a case study approach.

### Pre-Requisites
None

### Recommendations
An interest in and good passes in the Law Unit in Year 10 Economics.

### Class Activities Will Include
- Case studies
- Court Visit
- Research tasks
- Newspaper files
- Debates and discussions on Legal Issues
- Mock Court

### Topics/Themes You Will Study
- The need for and nature of Laws
- Criminal Law
- Civil Law
- Family Law
- Technology and the Law
- Young people and the Law

### Leading to Careers / Further Studies
- Law
- Social Work
- Mediation/Dispute Settlement/court work

### Assessment Tasks
- Tests/exams
- Case Studies
- Essays
- Assignments
- Research Tasks

## Year 12
### General Description
This Unit concentrates on the Institutions that make Law, and the processes by which Laws are made. Unit 4 focuses on the way in which disputes are solved through the courts, tribunals and alternative forms of resolution. A review of the process includes a discussion of the strengths and weaknesses and possible areas of reform.

### Pre-Requisites
None, but Unit 3 must be completed before Unit 4

### Recommendations
Students should complete Unit 1+2 as a preparation for Units 3+4

### Class Activities Will Include
- Research Tasks
- Case Studies
- Discussions
- Court Visit

### Topics/Themes You Will Study
- Role of Parliament and the Courts as law makers
- Relationship between Law making bodies
- Changing the Law
- Criminal and Civil Disputes
- Court processes and procedures
- The Adversary system/Juries
- Evaluation of the Legal System

### Leading to Careers / Further Studies
- Law
- Social Work
- Criminal Justice System/Court Officials

### Assessment Tasks
- Outcome tests
- Outcome research tasks
- End of Year Exam
- Outcome Assignments
### LITERATURE YEAR 11 Units 1 & 2

**LEARNING AREA: ENGLISH**

**GENERAL DESCRIPTION:** These units are designed to focus on development of reading strategies and personal and social experiences. The units cover a variety of literature from a range of different contexts.

**PRE-REQUISITES:** None

**RECOMMENDATION:** Students with C or better pass in English at Year 10.

**CLASS ACTIVITIES WILL INCLUDE**
- Assessing the connections between characters, events and details in a text.
- Exploring the literary devices writers use to convey meaning.
- The study of novels, stories, plays and a text selected by the student.
- The consideration of how meaning changes when the form of a text is changed.

**TOPICS/THEMES YOU WILL STUDY:**
- Readers and their responses
- Views and Values in texts
- Interpreting Non-Print Texts
- Comparing Texts
- Texts and Contents

**LEADING TO CAREERS / FURTHER STUDIES**
- The close attention to language required in Literature is important in many careers.
- Humanities studies.

**ASSESSMENT TASKS**
- Development of a personal response to – and interpretation of one or more literary texts.
- The ways in which texts reflect or comment on the concerns and ideas of their times.
- Extended comparative interpretative writing.
- Analysis of a film and how it interprets ideas and experience.
- Analyse extracts from a text relating them to the meaning of the text as a whole.
- Creative response to text
- Semester 1 & 2 Examinations.

### LITERATURE YEAR 12 Units 3 & 4

**LEARNING AREA: ENGLISH**

**GENERAL DESCRIPTION:** These units focus on the relationship between the ways in which various kinds of literature are constructed and the nature of interpretations and judgements made about them. This involves an exploration of the use of language in texts, the variety of ways of interpreting texts and the processes by which readers construct equally valid different readings of the same text.

**PRE-REQUISITES:** All unit 3 and 4 subjects must be taken as a sequence.

**RECOMMENDATIONS:** “Good” Grade or better in English or Literature in Year 11. Students considering Literature 3 & 4 as an alternative to English 3 & 4 should note that most students find Literature more difficult than English.

**CLASS ACTIVITIES WILL INCLUDE**
- Considering the relationship between form and meaning in texts.
- The use of structure, style and tone in texts to create meaning.
- A comparison of responses and interpretations.
- Examination of the writer’s values and assumptions in his/her text.
- The significance of key scenes in the text as a whole.
- The use of criteria to evaluate a text.

**TOPICS/THEMES YOU WILL STUDY:**
- Adaptations and transformations
- Views and Values in texts
- Analysis of a Review
- Creative Responses to texts
- Close Analysis of passages from a text

**LEADING TO CAREERS / FURTHER STUDIES**
- The close attention to language required in Literature is important in many careers.
- Humanities studies
- Professional Writing, Media, Law, Performing Arts, Public Relations, Public Service, Teaching.

**ASSESSMENT TASKS**
- Discuss how meaning is enacted or recreated when a text is performed or adapted for performance.
- Respond imaginatively to a text and analyse connections between the text and the students own response.
- Analyse extracts from a text, relating them to the meaning of the text as a whole.
- Analyse and interpret the views and values of a text in terms of the ideas, conventions and beliefs that the text appears to explore, endorse, challenge or leave unquestioned.
- Analyse the procedures and assumptions of reviewers.
- End of year External examination.
### MATHEMATICS
#### General MATHS F
**YEAR 11 Units 1 & 2**

**LEARNING AREA: MATHEMATICS**

**GENERAL DESCRIPTION:** General Maths F is designed for students who wish to go on and study Further Maths Units 3 & 4 in Year 12.

**PRE-REQUISITES:** Year 10 General Maths Further or Year 10 Maths Methods

**RECOMMENDATIONS:** A 70% grade average or better in Year 10 General Maths Further or 60% grade average or better in Year 10 Maths Methods

**CLASS ACTIVITIES WILL INCLUDE**
- Completion of exercises and skills tasks
- Problem solving tasks
- Group assignments
- CAS Graphic Calculator tasks

**TOPICS/THEMES YOU WILL STUDY:**
- Statistics
- Geometry
- Trigonometry
- Linear relations and equations
- Applications of arithmetic
- Matrices
- Graphing and modelling

**LEADING TO CAREERS / FURTHER STUDIES**
- Psychology and social sciences
- Business studies

**ASSESSMENT TASKS**
- Topic tests
- Problem solving tasks
- Analysis task assignment
- Homework tasks
- Unit examinations

### MATHEMATICS
#### General MATHS M
**YEAR 11 Units 1 & 2**

**LEARNING AREA: MATHEMATICS**

**GENERAL DESCRIPTION:** General Maths M is designed as a support subject for Math Methods Units 1&2 and is required if students intend studying Maths Methods and/or Specialist Maths Units 3&4 in Year 12. **It is to be taken by accelerated students in their first year of VCE if they are likely to select Maths Methods in their second year.**

**PRE-REQUISITES:** Year 10 General Maths Further or Year 10 Maths Methods

**RECOMMENDATIONS:** 80% grade average or higher in Year 10 General Maths Further; 70% grade average or higher in Year 10 Maths Methods

**CLASS ACTIVITIES WILL INCLUDE**
- Completion of exercises and skills tasks
- Problem solving tasks
- Group assignments on application tasks
- CAS Graphic Calculator tasks

**TOPICS/THEMES YOU WILL STUDY:**
- Statistics
- Number systems
- Sketching and interpreting graphs
- Geometry
- Linear & non-linear relations
- Trigonometry
- Quadratic Equations

**LEADING TO CAREERS / FURTHER STUDIES**
- Mathematical sciences
- Science
- Courses that require a mathematical background

**ASSESSMENT TASKS**
- Topics tests
- Problem solving tasks
- Analysis task assignment
- Homework tasks
- Unit examinations
## MATHS METHODS
### YEAR 11
#### Units 1 & 2

**LEARNING AREA:** MATHEMATICS

**GENERAL DESCRIPTION:** This subject is designed as a preparation for Mathematical Methods Units 3&4. Students develop problem solving skills and learn to apply these skills in a number of application tasks. *Accelerated students are not recommended to take Maths Methods in their first VCE year - but General Maths M instead.*

**PRE-REQUISITES:** Year 10 General Maths Further or Year 10 Maths Methods. This subject has to be done in conjunction with General Maths M.

**RECOMMENDATIONS:** 80% grade average or higher in Year 10 General Math Further or 70% grade average or higher in Year 10 Maths Methods.

**CLASS ACTIVITIES WILL INCLUDE**
- Completion of sets of exercises
- Discussion of mathematical concepts
- Problem Solving and Application Tasks
- CAS Graphic Calculator Tasks

**TOPICS/THEMES YOU WILL STUDY:**
- Algebra & Equations
- Polynomial Functions and their graphs
- Exponential & Circular Functions
- Combinations and Probability
- Differential calculus

**LEADING TO CAREERS / FURTHER STUDIES**
- Engineering and mathematical sciences
- Physical sciences
- Courses which require a strong mathematical component.
- Medical sciences, including medicine and dentistry.

**ASSESSMENT TASKS**
- Topic tests
- Problem solving tasks
- Analysis task assignment
- Homework tasks
- Unit examinations

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## MATHEMATICS FURTHER
### YEAR 12
#### Units 3 & 4

**LEARNING AREA:** MATHEMATICS

**GENERAL DESCRIPTION:** Further Mathematics is designed to provide students with a base level of mathematics at Units 3&4 and develops skills which could be of use in courses that may require a knowledge of statistics.

**PRE-REQUISITES:** General maths F or General maths M or Maths Methods Units 1 & 2

**RECOMMENDATIONS:** 70% grade average or higher in General Maths F or 60% grade average or higher in Maths Methods 1& 2 or General maths M

**CLASS ACTIVITIES WILL INCLUDE**
- Completion of skills exercises
- Skills tests
- Extended tasks including analysis exercises
- CAS Graphic Calculator Tasks

**TOPICS/THEMES YOU WILL STUDY:**
- Data analysis (univariate and bivariate)
- Geometry and trigonometry
- Graphs and relations
- Matrices

**LEADING TO CAREERS / FURTHER STUDIES**
- Social Sciences
- Psychology
- Business Studies

**ASSESSMENT TASKS**
- Application assignment (2 weeks)
- One skills test
- Two analysis assignments
- Skills examination
- Problem solving examination
## MATHS METHODS
### YEAR 12
#### Units 3 & 4

**LEARNING AREA: MATHEMATICS**

**GENERAL DESCRIPTION:** Mathematical Methods is a subject that provides a strong foundation for further studies in mathematics and maths-related courses at tertiary level.

**PRE-REQUISITES:** Maths Methods Units 1&2

**RECOMMENDATIONS:** 70% grade average or higher in Maths Methods Units 1 & 2

**CLASS ACTIVITIES WILL INCLUDE**
- Completion of skills exercises
- Completion of application tasks
- CAS Graphic Calculator tasks
- Assignments
- Discussion of mathematical concepts

**TOPICS/THEMES YOU WILL STUDY:**
- Functions and Graphs
- Algebra of functions
- Differential and integral calculus
- Probability distributions

**LEADING TO CAREERS / FURTHER STUDIES**
- Mathematical and engineering sciences
- Statistics and actuary work
- Science and medical science, including pharmacy, medicine and dentistry.

**ASSESSMENT TASKS**
- Application task
- Two skills tests
- Two analysis assignments
- Skills examination
- Problem solving examination

## SPECIALIST MATHS
### YEAR 12
#### Units 3 & 4

**LEARNING AREA: MATHEMATICS**

**GENERAL DESCRIPTION:** Specialist Maths is a subject designed for students wishing to continue with Maths or a Maths dependent course at tertiary level.

**PRE-REQUISITES:** Maths Methods Units 1&2. (Maths Methods Units 3&4 must also be studied concurrently.)

**RECOMMENDATIONS:** 80% grade or higher in Maths Methods Units 1&2.

**CLASS ACTIVITIES WILL INCLUDE**
- Individual work on assessment tasks
- Solving set problems
- Strong emphasis on working in a study group
- CAS Graphic Calculator tasks

**TOPICS/THEMES YOU WILL STUDY:**
- Coordinate geometry
- Trigonometric graphs
- Algebra of complex numbers
- Calculus
- Kinematics
- Vectors
- Mechanics
- Graphs of ellipses and hyperbolae

**LEADING TO CAREERS / FURTHER STUDIES**
- Engineering
- Physics research
- Applied Mathematics
- Actuarial studies

**ASSESSMENT TASKS**
- Assignment
- Analysis of multiple choice questions
- Application task
- Two skills tests
- Skills examination
- Problem solving examination
### Year 11: Units 1 & 2

**Learning Area:** Performing Arts

**General Description:** To enable students to develop and enjoy practical skills in Music performance, analysis and appreciation.

**Pre-Requisites:** Strong Music Record. Preference to a student learning an instrument or singing for at least two years at school or from a private tutor. Students should currently be learning an instrument or singing. Preference given to students with ensemble or performance experience and current participation in a school band or ensemble. Students must have a strong interest in performance-based learning.

**Class Activities Will Include:**
- Performance skill development
- Theoretical Principles
- Aural comprehension
- Appreciation of Music and Music styles
- Listening to Music
- Analysing other peoples performances and styles
- Understanding the role of a performer
- Music interpretation

**Topics / Themes You Will Study:**
- Performance skill development
- Creative Organisation
- Perspective on performance
- Aural comprehension

**Your Literacy Skills Will Be Further Developed By:**
- Performance spoken Introduction
- Research and reading of music related topics
- Written Assignments and journal of activities

**Assessment Tasks:**
- Performance on main study instrument/voice
- Analyse and evaluate performance influences
- Recognise, sing or write scales and music
- Devise a composition OR improvisation

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### Year 12: Units 3 & 4

**Learning Area:** Performing Arts

**General Description:** Students use performance techniques to understand a range of styles. Ensemble performance, solo technical work and unprepared performance broaden music performance skills. Aural comprehension skills and understanding of the structure and characteristics of selected ensemble works are developed. Students prepare and present a solo program of works demonstrating through performance an understanding of interpretation.

**Pre-Requisites:** Very strong music record. A high standard of technical and performance ability on the student’s chosen instrument. Preference given to students who have completed Units 1 & 2 Music Performance. Ensemble experience an advantage. Students must have a strong interest in performance – based learning.

**Class Activities Will Include:**
- Solo performance recital of selected works of a maximum of 25 minutes
- Solo technical performance
- Performance of unprepared work
- Analysis of selected musical works
- Aural comprehension examination
- Participation in and performance with an Ensemble

**Topics/Themes You Will Study:**
- Performance skill development
- Creative Organisation
- Perspective on performance
- Aural comprehension
- Understanding the role of a performer
- Music interpretation

**Your Literacy Skills Will Be Further Developed By:**
- Performance spoken Introduction
- Research and reading of music related topics
- Written Assignments and journal of activities

**Assessment Tasks:**
- Performance on main study instrument/voice
- Analyse and evaluate performance influences
- Recognise, sing or write scales and music
- Devise a composition OR improvisation
### OUTDOOR & ENVIRONMENTAL STUDIES

#### YEAR 11
Units 1 & 2

**LEARNING AREA: PE & HEALTH**

**GENERAL DESCRIPTION:** During this study students will develop skills in outdoor adventure activities. They will seek in an understanding of nature and explore the human impact on natural environments. **This subject has at least one highly recommended camp requiring additional parental payment. Approximately $250.** There will also be excursion costs of approximately $260.

**PRE-REQUISITES:** None

**RECOMMENDATIONS:** Pass in Y10 Physical Education units, especially outdoor adventure.

**CLASS ACTIVITIES WILL INCLUDE**
- Adventure activities eg. Cycling, canoeing, windsurfing, snow skiing, caving, rock climbing, swimming
- Visits to natural environments
- Preparation projects
- Research assignments
- One camp

**TOPICS/THEMES YOU WILL STUDY:**
- Outdoor Adventure
- Natural Environments
- Environmental Impact
- Motivations to interact with outdoors

**LEADING TO CAREERS / FURTHER STUDIES**
- Parks work
- Resource management
- Teaching
- Sports coaching
- Adventure instruction
- Conservation projects

**ASSESSMENT TASKS**
- Practical sessions
- Log book recordings
- Projects
- Tests

### OUTDOOR & ENVIRONMENTAL STUDIES

#### YEAR 12
Units 3 & 4

**LEARNING AREA: PE & HEALTH**

**GENERAL DESCRIPTION:** Students will explore how the use of the outdoors has changed over time. They will seek an understanding of conservation issues. **This subject has at least two highly recommended camps requiring additional parental payment. Each camp will cost approximately $250.** There will also be excursion costs of approximately $180.

**PRE-REQUISITES:** None

**RECOMMENDATIONS:** Pass in Year 11 Outdoor & Environmental Studies.

**CLASS ACTIVITIES WILL INCLUDE**
- Adventure activities eg. Great Ocean Road Bike Tour & High Country Camp
- Dolphin swim
- Cross country Skiing
- Visits to natural environments
- Preparation projects
- Research assignments

**TOPICS/THEMES YOU WILL STUDY:**
- Outdoor Adventure
- Changing perceptions of outdoor environments
- Conserving outdoor environments
- Aboriginal Land Uses
- Marine Environments
- Management of Outdoor Environments

**LEADING TO CAREERS / FURTHER STUDIES**
- Parks work
- Resource management
- Teaching
- Sports coaching
- Adventure instruction

**ASSESSMENT TASKS**
- Practical sessions
- Tests
- Written reports
- Assignments
- External exam
## General Description
This course introduces students to the physiological, psychological, biomechanical, social and cultural influences on performance and participation in physical activity. The impact of regular participation in physical activity and sedentary behaviour on the health of Australians is examined. Sports medicine and rehabilitation in sports are also analysed. This subject has compulsory excursions which are part of the curriculum. There will be an additional parental payment of approximately $150.

## Pre-Requisites
Nil

## Recommendations
Pass in Year 10 Physical Education with an interest in physical activity.

## Class Activities Will Include
- Participation in a range of physical activities including: snowboarding, golf, swimming, ten pin bowls, mini-golf, Pilates, volleyball, etc.
- Case studies, media analyses, debates and Internet research to analyse performance and participation in sport
- Excursions to supplement course work.

## Topics/Themes You Will Study:
- Skill acquisition and biomechanical principles in sport
- Coaching principles and practices
- Physiology of exercise and energy production during activity
- Sports injury prevention and rehabilitation
- Physical activity and lifestyle concepts

## Leading to Careers / Further Studies
- Primary, secondary & tertiary Physical Education teaching
- Sports Management/Administration/Coaching
- Sports Psychology/Sports Dietitian/Personal Trainer
- Nursing
- Physiotherapy, osteopathy, chiropractic, massage and other health sciences

## Assessment Tasks
- Tests & Unit Exams
- Case studies, data analyses & multimedia presentations
- Laboratory reports
- Oral presentations
## PHYSICAL EDUCATION

**YEAR 12 Units 3 & 4**

**LEARNING AREA: PE & HEALTH**

### GENERAL DESCRIPTION:
The course examines physical activity and sedentary behaviour from a participatory and physiological perspective. Data is analysed in relation to the National physical Activity Guidelines and the social-ecological model is applied to assess strategies employed to increase physical activity levels of Australians. The energy systems involved in exercise are investigated and the multifactorial causes of fatigue are studied, as well as strategies to improve recovery. Data analysis, fitness testing and training are applied in order to improve performance in sport. The nutritional, physiological and psychological strategies to improve performance are studied, both legal and illegal. **This subject has compulsory excursions which are part of the curriculum. There will be an additional parental payment of approximately $150.**

### PRE-REQUISITES:
Nil

### RECOMMENDATIONS:
Pass in year 11 PE.

### CLASS ACTIVITIES WILL INCLUDE:
- Physical activities to support theoretical aspects of the course, including indoor cricket, netball, football, cycling, swimming, snow skiing, Pilates, etc.
- Case studies & varied class studies to analyse physical activity patterns, physiological needs & responses to activity, energy systems, etc.
- Laboratories to examine physiological & socio-ecological aspects of the course.

### TOPICS/ THEMES YOU WILL STUDY:
- Monitoring and promotion of physical activity
- Physiological responses to physical activity
- Strategies for enhancing sports performance and recovery
- Planning, implementing and evaluating a training program

### LEADING TO CAREERS / FURTHER STUDIES:
- Primary, secondary & tertiary Physical Education teaching
- Sports Management/Administration/Coaching
- Sports Psychology/Sports Dietitian/Personal Trainer
- Nursing
- Physiotherapy, osteopathy, chiropractic, massage and other health sciences

### ASSESSMENT TASKS:
- Written reports
- Case studies, data analyses & multimedia presentations
- Laboratory reports
- VCAA End of Year Exam
- Tests & Structured questions
### PHYSICS YEAR 11 Units 1 & 2

**LEARNING AREA: SCIENCE**

**GENERAL DESCRIPTION:** Unit 1 Physics examines the explanations behind many common physical phenomena (occurrences) and everyday devices is involved in nuclear physics and radioactivity, electricity and one study from astronomy, astrophysics and energy from the nucleus. Students are encouraged to develop their understanding and deductive skills through class discussion, problem solving exercises and experimental work. Unit 2 topics includes motion, wave-like properties of light and one study from flight, sustainable energy savers and medical physics.

**PRE-REQUISITES:** Year 10 GMF or MM. **RECOMMENDATION:** Yr. Physics/Chemistry

**CLASS ACTIVITIES WILL INCLUDE**
- Practical activities & demonstrations
- Practical exercises/reports/investigation
- Internet research
- Written projects/assignments

**TOPICS/THEMES YOU WILL STUDY:**
- Light
- Nuclear Physics and radioactivity
- Movement
- Electricity
- Astronomy or Medical Physics or Energy from the Nucleus
- AstroPhysics or Flight or Sustainable Energy Sources

**LEADING TO CAREERS / FURTHER STUDIES**
- Professional-Engineer (Civil, Chemical, Marine Flight, Mechanical, Materials, Agriculture, etc). Optometrist, Astronaut, Surveyor, Radiographer, Physiotherapist, Meteorologist, Pilot
- Research-Physicist, Forensic scientist,
- Technician-Instrument, Film/TV, Medical, Electronic, Computer, Building, Lab, Sound.
- Mining-Engineer, Geologist, metallurgist

**ASSESSMENT TASKS**
- Practical exercises/assignments
- Experimental investigation
- Topic tests
- Semester exam

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### PHYSICS YEAR 12 Units 3 & 4

**LEARNING AREA: SCIENCE**

**GENERAL DESCRIPTION:** Unit 3 consists of two prescribed areas of study: Motion in one and two dimensions; Electronics and photonics. Unit 4 consists of two prescribed areas of study: Interactions of light and matter; Electric power and Sound.

**PRE-REQUISITES:** Units 1 & 2 Physics (with a pass rate of 70% for automatic entry)

**RECOMMENDATIONS:** Units 1 & 2 Maths Methods

**CLASS ACTIVITIES WILL INCLUDE**
- Practical activities & reports
- Extended Experimental investigation
- Experimental analysis using Excel
- Interpretation of scientific research
- Computer simulations

**TOPICS/THEMES YOU WILL STUDY:**
- Motion
- Electronics & photonics
- Light and matter
- Electric power
- Sound

**LEADING TO CAREERS / FURTHER STUDIES**
- Professional-Engineer (Civil, Chemical, Marine Flight, Mechanical, Materials, Agriculture, etc). Optometrist, Astronaut, Surveyor, Radiographer, Physiotherapist, Meteorologist, Pilot
- Research-Physicist, Forensic scientist,
- Technician-Instrument, Film/TV, Medical, Electronic, Computer, Building, Lab, Sound.
- Mining-Engineer, Geologist, metallurgist

**ASSESSMENT TASKS**
- Students design extended practical investigation and two of:
- Practical activities & reports
- Topic tests
- Data Analysis
- End of year exam
# Political Studies

## Year 11
### Units 1 & 2

**Learning Area:** Humanities

**General Description:** Units 1 and 2 seek to provide students with an understanding of the nature of politics and political processes. Unit 1 provides an overview of types of political systems. Unit 2 is based on the political system of another country. The unit also focuses on the nature of political leadership.

**Pre-Requisites:** None  
**Recommendations:** Pass in Year 10 History

### Class Activities Will Include
- The nature of politics, democracy and political systems
- Description of the framework and context of the Australian political system
- Critical examination of the political framework and values of another country
- Analysis of political leaders and issues of another country

### Topics/Themes You Will Study:
- Preparation for Units 3 & 4—Democracy and Political Systems
- Political participation and political action in society
- Comparison of politics in the USA with Australia
- Research project on the political system of a country of your choice

### Leading to Careers / Further Studies
- Tertiary Studies, Administration, Foreign Affairs & Diplomacy, Industrial Relations, Author, Anthropology & Archaeology, Publisher, Historian, Teaching, Tourism, Journalism, Film & Television, Legal, Research, Archivist, Librarian.

### Assessment Tasks
- Visual/Verbal/Written Reports
- Short Answer
- Research Essay on another country
- Examination

## Year 12
### Units 3 & 4

**Learning Area:** Humanities

**General Description:** Unit 3 is designed to develop students understanding of how the Australian political system operates and how citizens can participate in politics. Unit 4 is designed to develop students understanding of the forces which impact on government policy decisions.

**Pre-Requisites:** Units 1 or 2 Recommended, but not compulsory.

### Class Activities Will Include
- The operation of two political structures
- The extent to which political structures achieve their aim
- The operation of one political process
- The relationship between a political issue and the media

### Topics/Themes You Will Study:
- The Australian Constitution and Federation
- Voting and Elections
- Parliament and the Executive
- Political Parties and Pressure groups
- Australian Foreign Policy

### Leading to Careers / Further Studies
- Tertiary Studies, Administration, Foreign Affairs & Diplomacy, Industrial Relations, Author, Anthropology & Archaeology, Publisher, Historian, Teaching, Tourism, Journalism, Film & Television, Legal, Research, Archivist, Librarian.

### Assessment Tasks
- Short Report
- Short Answer questions
- Essay
- Exam-Term 4
- Case study of politics and the media
**General Description:**

**Unit 1:** This unit introduces the nature and scope of Psychology as a scientific discipline. It also focuses on behaviour as a consequence of environmental experiences and the development of perceptual and cognitive abilities.

**Unit 2:** This unit focuses on the structure and role of neurons and the nervous system in the transmission of information, scientific ways of describing and measuring ‘normality’ and the individual differences and how attitudes are formed, changed and measured.

**Pre-Requisites:** Any Yr.10 science subject

**Recommendations:** Year 10 Psychology/Biology.

**Class Activities Will Include:**
- Research activities and reports
- Comprehension questions and class discussion
- Multimedia/oral/poster presentations
- Analysis of Research
- Experimental investigation
- Practical demonstrations

**Topics/Themes You Will Study:**
- Psychology as a scientific discipline
- Social relationships
- Development of individual behaviour
- Neurons and nervous system
- Normality and Abnormality
- Social attitudes

**Leading to Careers / Further Studies:**
- Professions: Journalism, Law, Psychologist, Advertising, Media, Public Relations, Social Welfare worker, Hospitality, Community worker, Occupational health & safety worker, Prison worker, Teacher, & any other profession that deals with people and their behaviour!
- Medical field: Medicine, Psychiatry, Dentistry, Nursing
- Sports: Psychologist, Coach, Teacher

**Assessment Tasks:**
- Practical reports
- Power Point presentations
- Comprehension questions
- Classroom presentations
- Analysis of Research
- Topic tests
- Semester exams

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**General Description:**

**Unit 3:** The biology, organisation and function of the brain/spinal cord and how it controls bodily functions. Lie detectors and human stress are also discussed. The process of sight and how we interpret what we see. The various states of consciousness (waking, sleep, sleep disorders, dreams, drug induced, meditation and pain).

**Unit 4:** The study of Learning-reflexes, instincts, various types of conditioning and inappropriate conditioning (phobias) and their treatment therapies, effective learning techniques and learning how to learn and think. How memory is formed and why forgetting occurs. The various types of research design in psychology, what statistical results actually mean and the ethics involved.

**Pre-Requisites:** Any Year 10 science subject (minimum)

**Recommendations:** Units 1&2 Psychology (of high benefit) and Units 1&2 Biology

**Class Activities Will Include:**
- Research activities and reports
- Comprehension questions and class discussion
- Multimedia/PowerPoint/oral/poster presentation
- Analysis of research
- Experimental investigation
- Practical demonstrations
- CD-ROM simulation, using probes to monitor environmental conditions, spreadsheets.

**Topics/Themes You Will Study:**
- The Brain and Nervous System
- Visual Perception – how we see
- Different State of Consciousness (ie. Sleep, meditation, waking, dreams etc.)
- Learning
- Memory and Thinking
- Research methods in Psychology

**Leading to Careers / Further Studies:**
- Professions: Journalism, Law, Psychologist, Advertising, Media, Public Relations, Social Welfare
- Medical field: Medicine, Psychiatry, Dentistry, Nursing
- Animal worker
- Sports: Psychologist, Coach, Teacher

**Assessment Tasks:**
- Practical activities & report
- Multimedia/oral/Poster presentation
- Topic tests
- Evaluating Important Psychology Research
- End of year Exam
## Studio Art

### Year 11
#### Units 1 & 2

**Learning Area:** Visual Arts

**General Description:**
- Unit One: The investigation of sources of inspiration and the exploration of a wide range of techniques.
- Unit Two: Design exploration and concepts. Students work through a number of set tasks which are design oriented and develop skills in the analysis of art works.

**Pre-Requisites:** Year 10, any year 10 art subject for Unit 1. Unit 2 - preferably Unit 1 Studio Art/Photography.

**Class Activities Will Include**
- How artists interpret influences,
- Cultural contexts
- Ideas to develop distinctive styles
- Approaches to subject matter
- Comparison of traditional with contemporary work environments

**Topics/Themes You Will Study**
- Students 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 art works.
- This area of study focuses on developing artworks through a design process of visual research and inquiry.

**Leading to Careers / Further Studies**
- Painter, Designer, Illustrator, Graphic Designer, Cartoonist, Sculptor, Ceramist, Scenic artist, Display artist, Art gallery assistant, Jeweller

**Assessment Tasks**
- Folio/Visual Diary
- Final Pieces.
- Research Projects
- Presentation in class
- Exam

### Year 12
#### Units 3 & 4

**Learning Area:** Visual Arts

**General Description:** Unit 3: Focuses on implementing an individual design process leading to production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the design process to support the making of finished artworks in Unit Four. Here students explore the professional art practices of artists, consider issues and visit galleries to gain understanding of Art in the commercial world.

**Pre-Requisites:** Year 10, any year 10 art subject for Unit 1. Unit 2 - preferably Unit 1 Studio Art

**Class Activities Will Include**
- Discuss conceptual possibilities
- Describe and explain the focus and subject matter to be communicated and developed.
- Explain the materials and techniques to be explored.
- Research art issues.
- Gallery visits, analyses and discussion using art language and terminology.
- Understanding the use of symbols and design elements.

**Topics/Themes You Will Study**

**Unit 3**
- Production of a workbrief, using the design elements
- Explore materials to meet individual goals.
- Aesthetic qualities and styles of artworks.
- Research and discuss art practices in relation to particular art works or art form/s
- Production of a range of potential directions and solutions.

**Unit 4**
- An extension of Unit 3 resolving the aims and intentions set out in the work brief formulated in unit 3.
- Arts industry & Contexts

**Leading to Careers / Further Studies**
- Art teacher (Secondary/Primary), Designer, Illustrator, Art Educator, Art Curator, Jeweller, Display artist, Cartoonist, Game Designer, Photographer.

**Assessment Tasks**

**Unit 3**
- Folio/Visual Diary
- Theory work /Tests/ Assignments

**Unit 4**
- Folio/Visual Diary/final artworks
- Theory work & Tests/ Assignments
- Exam
### THEATRE STUDIES YEAR 11 Units 1 & 2
#### LEARNING AREA: PERFORMING ARTS

**GENERAL DESCRIPTION:** Acquire knowledge of history and characteristics of theatre
- Interpret play texts through rehearsal and performance
- Use of stagecraft to design, construct and perform works

**PRE-REQUISITES:** Preferably Drama at Year 10 level and at least a “Good” Average in English

**CLASS ACTIVITIES WILL INCLUDE**
- Applying acting and other stagecraft to plays from the pre-modern era.
- Examination and application of production processes
- Analysing plays in live performances

**TOPICS/THEMES YOU WILL STUDY**
- The history of theatrical styles/conventions including Ancient Greek, Commedia dell’Arte, Elizabethan, Victorian, American
- The elements of stagecraft
  - Directing / Acting / Stage Management / Set Management / Set Design / Costume, Makeup / Theatre Technology

**LEADING TO CAREERS / FURTHER STUDIES**
- Teaching
- Designer
- Journalism
- Acting
- Public Relations + Event Management
- Stage Management
- Director

**ASSESSMENT TASKS**
- Performance of plays/applying stagecraft from both the modern and pre-modern eras
- Investigating pre-modern theatre practices
- Analysing plays in performance
- Developing a theatre history file

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### THEATRE STUDIES YEAR 12 Units 3 & 4
#### LEARNING AREA: PERFORMING ARTS

**GENERAL DESCRIPTION:** To enable students to develop knowledge and skills in theatre and develop their performance skills through play production, theatre criticism and analysis.

**PRE-REQUISITES:** Preferably Unit 1 & 2 Theatre Studies, but by negotiation with Head of Arts. It is recommended that students have consistently achieved at least a ‘Passing’ Average in English.

**CLASS ACTIVITIES WILL INCLUDE**
- Applying acting and other stagecraft to plays
- Monologues
- Analysing plays in performance
- Examining production processes

**TOPICS/THEMES YOU WILL STUDY**
- Applying Stagecraft in the preparation and presentation of your own play.
- Analysis of stagecraft applications in other theatrical presentations
- Solo monologue performance.

**LEADING TO CAREERS / FURTHER STUDIES**
- Teaching
- Public relations
- Acting
- Theatre Production
- Designer
- Journalism
- Stage Management
- Director

**ASSESSMENT TASKS**
- Performance of plays/applying stagecraft from both the modern and pre-modern eras
- Analysing plays in performance
- Research project
### YEAR 11
**Units 1 & 2**  
**LEARNING AREA: VISUAL ARTS**

**GENERAL DESCRIPTION:** These units focus on using visual language to communicate messages, ideas and concepts. Students will practise drawing from observation and use visualisation drawing methods to explore their own ideas. Students will study and use the design elements and principles, investigate design styles and work through the design process in the completion of their work.

**RECOMMENDATIONS:** Students who have not studied Visual Communication in Year 10 may be admitted only after consultation with relevant staff.

**CLASS ACTIVITIES WILL INCLUDE**
- Practical folio of a range of two and three dimensional drawing
- Written Analysis of contemporary and historical visual communications
- Learning to use correct conventions for instrumental drawings
- Learning to use type combined with illustration to create presentations

**TOPICS/ THEMES YOU WILL STUDY**
- Folio of drawings to suit a range of purposes
- The use of elements and principles of design
- Analysis of visual communications in a historical context
- Understanding the use of visual communications in the design industry
- Correct use of instrumental drawing conventions
- The use of typography and its importance in the creation of visual communications

**LEADING TO CAREERS / FURTHER STUDIES**
- Graphic, industrial, landscape, fashion design
- Computer graphics courses
- Drafting, architecture, interior design

**ASSESSMENT TASKS**
- Folio of two dimensional drawings using correct conventions and a range of media
- Three dimensional drawings using the design process, elements and principles to propose design solutions
- Manipulation of type to create visual solutions
- Written Reports
- Use of both digital and hand drawn methods of presentation

### YEAR 12
**Units 3 & 4**  
**LEARNING AREA: VISUAL ARTS**

**GENERAL DESCRIPTION:** Unit 3 focuses on students gaining an understanding of the process, media, methods and materials that designers employ to structure their thinking and communicate their ideas with clients, target audiences and other design specialists. In unit 4 students focus on using the design process to complete a folio of practical work.

**RECOMMENDATIONS:** It is recommended that students have studied Units 1 & 2 however admission to units 3 & 4 may be granted under special circumstances.

**CLASS ACTIVITIES WILL INCLUDE**
- Practical folio of two and three dimensional drawing using correct conventions
- Redesigning a range of visual communications for a different audience
- Written assignment(s) on understanding the details and technicalities of the design process
- The completion of a detailed design brief
- The completion of a folio of practical work

**TOPICS/ THEMES YOU WILL STUDY**
- A study of communication, environmental and industrial design
- Styles of two dimensional and three drawing and associated conventions
- Understanding the process of design as used by professional designers from the brief to completion of their work
- Correct use of instrumental drawing conventions

**LEADING TO CAREERS / FURTHER STUDIES**
- Graphic, industrial, landscape, fashion design
- Computer graphics courses
- Drafting, architecture, interior design

**ASSESSMENT TASKS (as determined by VCAA)**
- Unit 3, outcome one: the creation of visual communications for specific contexts, purposes and audiences using existing work as a starting point.
- A written analysis/explanation of the above practical tasks.
- Unit 3, outcome two: A description of how visual communications are designed and produced in industry
- Unit 3, outcome three: completion of a detailed design brief
- Unit 4, outcome one: folio of developmental work in response to the requirements of the design brief completed in unit 3
- Unit 4, outcome two: completion of two final folio pieces
1. Prepare For Your Decisions
When considering your course of study for next year, the points listed below should provide you with the necessary guidelines for the selection of a prudent and rewarding course of study:

(a) Know your interests.
(b) Explore as many career areas as possible associated with your interests.
(c) Have a thorough knowledge and understanding of the educational requirements of your career interest areas.
(d) Acknowledge your limitations and abilities in relation to career choice. That is, are your career dreams realistic?
(e) Investigate specific courses available which train you for your desired career interests.
(f) Select subject electives for next year attempting to keep as many options open to you as possible.

2. Collect Information. A variety of resources are available to you at school and beyond school to assist in your choices:

1) The Careers Manager
2) The Careers Library
   - Information booklets & pamphlets from all Universities & TAFE colleges
   - Information from VTAC
   - Information on specific apprenticeships & jobs
   - The Job Guide (in hard copy & on-line)
3) A range of Computer Programs in the Careers Room
   (a) To test your self-interest – run through ‘Career Voyage’ and Hollands Self-Directed Search and on the net using www.myfuture.edu.au
   (b) VICTER – to check that you have the right pre-requisite subjects for courses you might want at Tertiary level.
   (c) On-line access to Career & Tertiary sites - including the FHS Careers Web page for a full range of important links and current information. All Tertiary providers have websites.
4) University and TAFE open days
5) Careers Expos

3. Understand Tertiary Entrance & ATAR Rankings:
The minimum entrance requirements for all tertiary institutions for 2014 are:

1. The satisfactory completion of the VCE, and
2. The satisfactory completion of the work requirements in Units 3 and 4 of VCE English.

However, it is important to note that these are BASIC REQUIREMENTS. Many tertiary courses require prospective students to complete specific PRE-REQUISITE STUDIES. Many courses also require students to fulfil EXTRA REQUIREMENTS – ie. attending interviews or information sessions, presenting folios of design work or filling in special application forms for courses. These requirements are detailed in the booklet “Tertiary Entrance Requirements 2013/2014”, available in the Library or the Careers Room.

Students are given a STUDY score out of 50 for each subject at Unit 3/4 level. Their study scores for English plus the three highest scoring subjects plus 10% of their 5\textsuperscript{th} (and 6\textsuperscript{th}) subject(s) are totalled up – to give a possible score out of 210. This is called the Aggregate score.
The Aggregate Score of each student in the state is then put in order, ranking the student against all others completing Year 12 that year. A person in the top 2% in the state will have an ATAR Rank of 98.

A student needs to complete the pre-requisite studies, earn the minimum entry rank, and fulfil any other selection considerations relevant to their chosen area of study to successfully gain a place in their desired Tertiary course.

Please see the Careers Manager for further details regarding course pre-requisites, scoring procedures and other entrance requirements. This is particularly important to ensure that Units 1 & 2 pre-requisites are not overlooked.

Students will be able to enter their proposed choices into a program called “Course Scan” and obtain a printout of the courses and the required prerequisite subjects. They can also do this through Courselink at the Victorian Tertiary Admissions Centre (VTAC) website at www.vtac.edu.au.

Entry to Certificate 1V and Diploma TAFE courses is under the same system as universities. Many courses, however, will retain special entrance requirements, such as interviews, in selecting students, as well as the ATAR.

4. Types of tertiary courses

1. **Certificate Courses**
   - Certificate 1 & 2 – Following Year 10 upwards
   - Certificate 3 & 4 – Following Year 12

2. **Diploma Courses**
   - 1.5 - 2 years following Year 12.
   - These are done at TAFE and are Nationally (AQF) accredited.

3. **Advanced Diploma**
   - TAFE courses 2 – 2.5 years following Year 12.

5. **Degree**
   - These courses are at least three years following Year 12 and are offered by Universities.
   - A small number of specialist degree courses are now being offered at TAFE Colleges.
   - Private Colleges also offer Diploma/Degree courses – but these are fee-paying and very expensive.

6. **Double Degree**
   - Two degree courses studied simultaneously at university.

7. **Dual Diploma/Degree**
   - A University degree and TAFE Associate Diploma studied at the same time.

5. **Articulation Pathways from TAFE to University**

Sometimes students elect to go to TAFE and find that they really enjoy their courses and wish to go further with them. Other students do not achieve a high enough ATAR ranking for University, but go to TAFE as a second option.

Depending upon the courses they select, there is a pathway from a TAFE college to University. Some courses allow a CREDIT transfer – where a student completes a Diploma or Advanced Diploma at TAFE over 2 years, then transfers to University to commence a related course at second year level.

Students should realize that this opportunity is not available from all courses at TAFE. Articulation is only offered to students who are achieving at a high level – and are organized by particular institutions on an individual basis. They are not automatic. Before selecting a TAFE course, students should check with particular colleges whether or not this option is available.

Nonetheless, articulation offers students a chance to gain a degree – other than directly from VCE – although this pathway takes longer.
6. VET in the VCE
In order to prepare students to become successful in the workplace – and provide wider educational experiences – Vocational Educational Training (VET) subjects are now available at VCE level. Three options are available at Fairhills, allowing students to complete nationally recognized CERTIFICATES over 2 years that also count like any other VCE subject towards the VCE.

- **Certificate Courses (TAFE)** As part of the Mullum Cluster Fairhills has access to a wide variety of programs delivered at local Secondary colleges.
- **Structured Workplace Learning** provides career workplace experience as the major part of the VCE subject Industry & Enterprise.
- **Australian School Based Apprenticeship & Traineeships/Part-Time (SBAT)** are also offered at Fairhills. In these it is possible to do an apprenticeship/traineeship part time, complete Year 11 over two years and work in employment. These are offered as part of the VCAL Program (The Victorian Certificate of Applied Learning). However, where students are flexible in subject choice and program construction, some VCE students can also undertake School based traineeships in such areas as Community Recreation and Information Technology.

All three VET programs will be explored in the VET Handbook. There is information about all programs in the Careers Room.

7. Choosing Year 11 and Year 12 subjects
In choosing subjects for Year 12, you need to consider:

1. What subjects you need to do to complete your VCE and open a range of tertiary study options.
2. Which are the best subjects for you to choose?

The following advice comes from the Tertiary Admissions Centre, which processes applications for university and TAFE. It is also advice useful for students going directly from school to employment.

Choose subjects which:

* You enjoy
* You are good at
* You may need for further study or employment

Usually these factors go together. You enjoy what you are good at, and you are good at what you enjoy. Often this will influence your choice of a tertiary course or a career. **If the three things do not go together, then you should probably reconsider your career plans!**

8. Further Points to Consider
1. Think carefully about all subject choices because they may significantly alter future study and career options. Poor choices may stop you pursuing the career you want.
2. Course pre-requisites allow student choice but limit students to choose from a selection of studies. Some courses require more pre-requisites than others. Be aware of this and make sure you check your subject choice using ‘Course Scan’ in the Careers office.
3. Most TAFE courses now require a successful completion of the VCE including passes in both of Units 3 and 4 of English, as a basic entry requirement.
4. Virtually all tertiary and TAFE art/design courses require an interview, a folio presentation, and sometimes other specific entry requirements. Know and understand your obligations – because if you ignore them you won’t get into these courses.
5. Students who have successfully completed a LOTE at Year 12 will be advantaged in selection for all higher education courses as a language provides a significant BONUS when ATAR scores are calculated.
6. Some VET studies can now gain credit for subjects in TAFE courses. See the VET Co-ordinator for details.
Doing a Year 12 study in Year 11 will give you one extra subject to include when calculating your ATAR for Tertiary Course Selection.

9. Examples of Various Tertiary Entrance Requirements

Many tertiary courses also require that certain studies have been taken at Units 1 & 2, and/or 3 & 4. These are called PRE-REQUISITES. Students moving from Year 10 to Year 11 need to be especially aware of pre-requisites at Units 1 & 2, in courses of interest to them.

Summarized below are 13 groups of courses and some comments about the kinds of VCE studies that lead to these courses. Attention is drawn to particular courses with pre-requisites at Units 1 & 2.

These sheets are ONLY a guide. For full, specific information about pre-requisites and “Primary Four” for particular courses, students should consult the booklet in the Careers Room, called TERTIARY ENTRANCE REQUIREMENTS 2013/2014, produced by the Victorian Tertiary Admissions Centre (VTAC).

1. VISUAL ARTS

Entry to these courses is not dependent on ATAR alone. Students are required to satisfactorily complete the VCE but, beyond that, selection is by folio and interview. Studies which are useful preparation for these courses are: Art, Graphic Communication, Studio Arts, Information Technology, VET Multimedia.

2. TEACHING

Primary: These courses often require a minimum 25 grade score for English.
All courses have Units 1 & 2 of Maths as a requirement.

Secondary: A 25 grade score in English is frequently a minimum requirement. Secondary teachers train to teach particular subjects. Pre-requisites and bonuses depend upon what the student is specialising in. eg Maths, Science, English, PE, Music.

* As a requirement for REGISTRATION as a teacher (both primary and secondary levels) the Victorian Institute of Teaching now requires all teachers to have passed at least General Mathematics Units 1&2.

3. ARTS/HUMANITIES

Some of these courses have no pre-requisites; some however, specify English at a minimum 25 grade score. Some specialised TAFE courses are highly competitive – such as Music at Box Hill Institute where an audition is required.

4. LAW

Courses in Law at Monash, Deakin and LaTrobe Universities are in great demand. Therefore the scores required for selection are very high. LOTE often gives students an advantage in selection.

5. ADMINISTRATION/BUSINESS

There is a wide range of courses under this heading (Commerce, Business, Economics, Accounting), and also a wide range of scores required for entry. Some courses in great demand require very high scores.
The most relevant studies in preparation for these courses are: English, Maths, Economics, Accounting, Legal Studies, Information Technology, LOTE. There is a wide range of specific requirements for particular courses.

6. COMPUTING

These courses vary widely. Computer Science/ Engineering are very analytical and scientific. Business and Information Systems courses require an interest in commerce. Multimedia demands creative skills. Pre-requisites vary with the emphasis of the course. Most courses require at least two units of Maths as a prerequisite. Physics and Information Technology are also frequently required or receive bonus points. VET Multimedia is useful for Games Technology and Multimedia courses.
7. **MATHEMATICS and ENGINEERING**
These courses require Maths Methods and (preferably) Specialist Maths.

There are many branches of Engineering. All require a strong background in Maths Methods, Physics and, at times, Chemistry. Specialist Maths is advantageous for engineering. The scores required to enter the various courses differ widely.

8. **BUILDING/ARCHITECTURE**
Mathematics, especially Maths Methods, is usually required. Increasingly courses are also requiring creative talent.

9. **AGRICULTURE**
Mathematics is often required. Biology and Chemistry studies are also useful.

10. **HEALTH SCIENCES**
Nursing: English is usually a prerequisite at 25 grade score. Maths is generally required at Units 1 & 2 level and it sometimes receives bonus points at Units 3 & 4. Other useful subjects are: Biology, Physical Education, Health and Human Development, Chemistry, Psychology and VET Community Services.

Para-medical Courses, such as Physiotherapy, require high scores and have very specific pre-requisites and requirements about what can be included in the “Primary Four”. A grade C in English is generally required. Maths, Physics, Chemistry, Biology are often required.

Medicine: Monash and Melbourne courses require very high scores – with pre-requisites in English, Maths Methods and Chemistry. Physics and Biology are also useful.

* Entry into most Medicinal courses (not nursing) require students to take a special examination called the UMAT (Undergraduate Medical Admissions Test) run during Year 12.

11. **SCIENCES**
The various science courses require a range of strengths in Maths, Physics, Chemistry, Biology, and/or Psychology with the emphasis depending upon the focus of the course.

12. **TAFE COURSES**
Most TAFE courses have no special requirements beyond successful completion of the VCE. Nonetheless, students are often expected to attend information sessions. Interviews are generally required and the ATAR is increasingly being considered in the selection process. TAFE’s will often require students to complete Supplementary Information forms and demonstrate an interest before they are considered. Work Experience and Community involve are very helpful here.
There are five learning pathways at senior level.

1. **2 Year VCE for Mainstream students** – where students study six VCE subjects (12 units) in Year 11 and 5 VCE subjects (10 units) in Year 12.
   - This course may include a vocational subject: either a VET Certificate course or Industry and Enterprise, (Structured Workplace Learning)
   - See VET Handbook 2014 for details on all VET Certificates as well as Industry and Enterprise (SWL)
2. **3 Year Enhanced VCE for Accelerated Students** – where students study six VCE subjects (12 units) in Year 11, a middle year combining both Year 11 and Year 12 subjects (10 – 12 units), and a final year of 5 subjects (10 units) – one of which may be a University Enhancement subject.
   - This course may also include a vocational subject: either a VET Certificate course or Industry and Enterprise, (Structured Workplace Learning).
   - As students study their VCE over three years, it is recommended that they study Industry and Enterprise in their first year. They may then go on to a VET course in their second year if they wish.
   - See section on Information on Accelerated Program.
3. **VCAL (Victorian Certificate of Applied Learning)** – where students study at school for two days per week, attend a VET Certificate course one day and are engaged in the work place for the remaining two days.
   - Refer to the following Pathway Diagrams and overview of VET studies and pathways.
   - See VCAL Handbook 2014 for details.
4. **VCE Link** – where students study a combination of Year 10 and Year 11 subjects, depending upon their goals, talents and needs.
   - See section on VCE Link Information.
5. **Job Smart** – when students who are not yet ready for VCAL or VCE, they can enrol in a pre-apprenticeship course at a local TAFE college or work full time in a job placement for 1 or 2 semesters before commencing further school-based study. During this time they have access to the Careers Manager who will assist them to develop and refine their plans for permanent work/further study.
   - See section on Job Smart Information

### Multiple Pathways in Senior School at Fairhills

| • Fairhills Targets | 30% of students |
| • Career Goals | 40% of students |
| • Transfers between various pathways | 20% of students |
| • Pathway Choices (1 to 5) | 10% of students |

<table>
<thead>
<tr>
<th>University</th>
<th>TAFE</th>
<th>Apprenticeship &amp; Traineeship</th>
<th>Work</th>
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<tbody>
<tr>
<td>(1) VCE SEAL and Accelerated Pathways (3 years)</td>
<td>(2) VCE Mainstream Pathway (2 years)</td>
<td>(3) VCElink Pathway (2 or 3 years)</td>
<td>(4) VCAL Pathway (1 or 2 yrs)</td>
</tr>
</tbody>
</table>

Choose from Pathways 1-5 after completing **Year 10** (16 semester electives)

| 2 years (Accelerated) | 3 years (Mainstream) |

**Middle School Years 7-9**
The Acceleration pathway at Fairhills

- Each year, two classes of students (25% of a year level) will have completed four years of the VELS curriculum in three years.

- Various research projects have shown that by the end of Year 9 most students in the top 25% are thinking and socially relating a year or more ahead of the average Year 9 student i.e. they are functioning academically and socially as well or better than an average Year 10 student. The accelerated students will have studied most of their subjects in mixed Year 9/10 classes so that they already know what it is like to be together with older students. Consequently by the end of the year, most will be ready (both socially and academically) to commence Year 11 VCE a year early.

- The accelerated students have already benefited because research shows that in heterogenous classes they would have tended to ‘coast’, work below their ability level and not fully develop their study habits and study skills. Although they have worked harder, sometimes felt a little daunted and possibly obtained slightly lower grades in some subjects, many of the students most likely have enjoyed school more, felt more satisfied with their achievements and developed better relationships with their teachers and peers through being in the acceleration program. See the ‘Frequently Asked Questions’ document for more background information about the acceleration program.

- As they continue into their VCE program there will be a second round of benefits available to them. By following the middle school accelerated pathway they now have 3 years to do an enhanced VCE program which will provide them with a wider range of subjects and higher ATAR rankings.

- Late in year 10 it is quite normal for some accelerated students (and parents) to feel a little daunted by the thought of starting VCE. Many mainstream students (a year older) also feel this way! The research indicates that learning is most effective when students start out on the next piece of work not feeling entirely confident that they can do it successfully – they work at it and usually find that they can do it after all.

- From an accelerated group of about 48 students it is quite possible that a small number (perhaps half a dozen) for a variety of reasons may not be quite ready for VCE. These students can choose to do a second year of eight Year 10 subjects perhaps replacing one or two of these with VCE subjects if this is appropriate. It you think this might apply to you, an interview can be arranged for students, parents and appropriate school personnel. Remember though, that you still have the rest of second semester to further increase your knowledge and to develop your confidence so don’t get unnecessarily concerned if you don’t feel ready right now.

- Some other accelerated students may want to include one or two Year 10 subjects in their first VCE year. This can be organised but there may be some limitations on the choice of subjects due to timetable constraints. There will be a space on the initial course selection sheet for you to indicate any Year 10 subjects you wish to include. However it is anticipated that most accelerated students will choose to do a full VCE course.

- All accelerated students are expected to take a normal workload of six subjects for both years in year 11 and five subjects in year 12.
Course Selection Guidelines

Students are recommended to:

1. Design a three year course consisting of:
   - 6 level 1/2 units in the first year
   - 6 unit pairs in the second year including two (or rarely three) pairs at the 3/4 level
   - a third year of 5 level 3/4 units
   for a total of 17 subjects altogether.
   It is not recommended that accelerated students attempt to complete their VCE in two years except in exceptional circumstances.

2. Select a three year sequence of English:
   - Year 1 English 1/2
   - Year 2 Literature 1/2
   - Year 3 English 3/4 or Literature 3/4.
   Students can also choose Literature 3/4 in their third year as an additional English subject if they want to.

3. Include appropriate Maths unit pairs for at least the first two years and preferably for all three. A separate sheet provides further details of the Maths options.

4. Consider including LOTE to benefit from the ATAR bonus points and the enhanced opportunities for tertiary studies including double degrees and overseas study/employment.

5. Include in their first and/or second VCE year, a career or vocational subject to obtain work related skills and experience, preferably in the area of their proposed career. This can be either a VET course (to provide a bonus or directly contribute to the ATAR ranking) or Structured Workplace Learning (ie.VCE subject Industry and Enterprise) with a focus on the student’s anticipated professional career (eg. doctor, lawyer, accountant, teacher, architect, engineer etc).

6. Include in their first VCE year, at least one unit 1/2 course which provides some cultural/quality of life development to complement the career preparation function of their other subjects eg. Music, Art, Theatre Studies, Studio Arts.

7. Consider including a University Enhancement Course in the third year if this is appropriate. University enhancement courses are available in an extensive range of VCE related subjects including Literature, Philosophy, History, Japanese and various Science and Business subjects.

NB. Although the school will endeavour to design a timetable that will enable most students to get their first preferences each year, some modifications will need to be made by some students.

NOTES PAGE

1) QUESTIONS STUDENTS NEED TO ASK DURING THE SENIOR SCHOOL PATHWAYS INFORMATION DAY
2) QUESTIONS PARENTS WISH TO ASK DURING THE SENIOR SCHOOL PATHWAYS INFORMATION DAY
Date:      Tuesday 6\textsuperscript{nd} August, 2014
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Student Signature __________________________  Course Advisor Signature __________________________  Parent Signature ___
Context:
- Some students get to the end of Year 10 and find they have only just passed the year (= satisfactory rating in at least 8 units out of the 12 studied). In addition there are some other students who have been less successful.
- Some of these students want to do VCE (rather than VCAL) but our past experience is that they often find their studies difficult, get discouraged, want to drop subjects and often eventually fail their first VCE year and have to repeat it.
- Within the context of our Multiple Learning Pathway curriculum structure, at Fairhills we now provide VCElink as another pathway designed to meet the particular needs of these students.

The VCElink Pathway:
1. Students proactively select (in consultation with their course advisers) a mixed Year 10/Year 11 course which will provide just the right balance of academic advancement and success.
2. VCElink is flexible and provides the following options for students.

<table>
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<th>Option</th>
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<th>Number of Yr 10 Electives</th>
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<td>3</td>
<td>English Yr 11</td>
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<td>English Yr 11</td>
<td>4</td>
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<td>6</td>
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</table>

Compare a full VCE English Yr 11

* NB. A full Year 10 course is composed of 6 subjects

3. Students are assisted to further develop their study skills and Effective Learning Practices (ELPs) and are personally monitored to ensure they keep up to date with the assessment tasks in their various subjects.
4. VCElink students can further adjust their course balance in the light of their first semester experience by making appropriate changes to their subject choices for semester two.
5. The following year, VCElink students can either go directly to Year 12 (if appropriate) or study a mixed Yr11 & 12 VCE course which includes one or two Year 12 subjects. These students will then complete their VCE in the third year by studying five Year 12 subjects.
6. Consequently VCElink is designed to increase academic success for these students by reducing subject failure, increasing confidence and providing students with a wider range of VCE subjects.

Entry to the VCElink Pathway:
- Appropriate students are encouraged to proactively choose the VCElink program in first semester after making realistic judgements about their future career direction and their Year 10 results. The goal is to get the appropriate balance of subjects so that the student is headed in the right career direction and at the same time taking their various subjects at a level in which they are likely to be successful.
- Any students who take the full six subject VCE pathway and then find that they fail more than one VCE subject in first semester will be advised to transfer into the VCElink pathway at the start of second semester.
- As a general rule:
  - Students will not be able to change subjects after the end of week 3 of a semester
  - Students will not be able to drop a subject. ie they are expected to study a fulltime course. - Students wishing to study part time (and work part time) should choose a VCAL course
- Further advice is available from the Careers Manager or the Year 11 Co-ordinators.
Context:

- Most schools have some students who have not reached the school leaving age (17 years) and are not interested in, committed to or motivated to continue formal school studies at that particular stage of their life. These students typically respond to their situation in one or more of the following ways:
  a) drop out of school into unemployment or insecure jobs
  b) repeat Year 9 or 10 in a half hearted manner (if their grades are low)
  c) try VCE or VCAL in a half hearted manner
  d) attend school for the social life and not much else
  e) exhibit increasingly inappropriate behaviour in school, at home and in the community because they lack a sense of purpose.

- In the past such young people would have made a conscious decision to leave school, get a worthwhile job and start to build their lives. These days, society tends to denigrate early school leavers, so these young people can often feel undervalued, lacking in confidence and aimless. Consequently they tend to ‘hang out’ either at school or the local shopping centre because they have nothing much else to do.

- The Education Department has set a target to be reached by 2010 of 90% of Victorian students satisfactorily completing VCE or its equivalent. The equivalent includes VCAL (advanced level), full-time TAFE, apprenticeships and traineeships – all of which can be accessed at Fairhills.

- By implication, a sustainable job (preferably with on-going training to raise skill levels) is recognised as appropriate for the remaining up to ten percent of young people.

- The Prime Minister in March 2005 indicated publicly that it is appropriate and desirable for both the country and the individuals concerned for some students to directly enter the workforce before completing year 12. With an increasing emphasis being placed on life-long-learning for all of the Australian population, opportunity exists for the direct-to-work school leavers to access further learning either on the job or by returning to study at a later stage.

- In response to this situation, Fairhills has developed within the context of our Multiple Learning Pathways curriculum structure a pathway we call JobSmart.

The JobSmart Pathway:
This is a proactive, reality based pathway designed to provide a worthwhile and productive alternative for those 15/16 year old students of varying academic ability who have little motivation to make the effort required to successfully participate in the VCE or VCAL pathways at this stage of their development.

This pathway provides two main options:

**Option 1: Pre-apprenticeship Course.**
- Students attend full-time at a nearby TAFE College for one semester with the goal of ‘trying out’ an apprenticeship.
- If they are successful they can then apply for a full-time apprenticeship or return to school and commence a VCAL course, which includes a Australian School Based Apprenticeship (ASBA) component.

**Option 2: Full-time Work.**

**Semester Unit #1**
The first semester course is divided into 3 parts:

**Phase 1 – Work Preparation**
- Students participate in a job sampling introductory activity for one or two weeks.
- Students attend a one month intensive ‘Get Direction’ course provided by KYM off-campus.
- During this preparation period, the students identify their preferred job types and suitable employers and make arrangements to commence a suitable work placement.

**Phase 2 – Work Placement**
- During this four to six week period students are paid at the work placement rate of $5/day and have full Workcover.
- Students attend school one morning per week to discuss work related issues and receive assistance in preparing specific job applications and in practising job interview skills (as taught to them in the KYM course in phase 1). Their goal is to gain an employment position by the start of the next term.
**Phase 3 – Monitored Employment**
- Most students commence paid employment for an initial 10 week probationary period
- The other students who have not yet obtained a job continue their preparation by repeating phase 2.
- During this phase students remain enrolled at Fairhills, but their attendance is designated ‘inactive’.

**Semester Unit #2**
- Students implement their preferred option – these include:
  a) continuing on in the same job for another semester
  b) changing to another job and commencing another 6 week probationary period
  c) commencing an apprenticeship/traineeship with the same or another employer
  d) returning to school with increased motivation to study VCE full time
  e) returning to school with increased motivation to study VCAL (part time work/part time study towards a traineeship or apprenticeship)
  f) returning to school with increased motivation to study in the VCElink pathway (part time Year 10/part time Year 11)
- Students who select options a) or b) retain their inactive enrolment status at Fairhills.

**Commencing the JobSmart Pathway:**
- Students are encouraged to choose this pathway immediately following their completion of Year 10 (either successfully or unsuccessfully) if they believe they are better suited to this pathway rather than the VCE, VCAL or VCElink pathways.
- Students who choose the VCE, VCElink or VCAL pathways but do not meet school behavioural expectations and/or fail to demonstrate appropriate motivation and study skills during first semester will be transferred to the JobSmart pathway commencing second semester. ie. we will have a JobSmart intake each six months.
- Further advice is available from the Careers Manager.
Achieving Excellence

FAIRHILLS HIGH SCHOOL

EXPECTATIONS OF OUR SENIOR STUDENTS

Revised 14/7/14 (HW736)

Context:
- According to a range of educational measures, Fairhills performs well as a provider of post compulsory education in the outer Eastern suburbs.
- In particular:
  1. Students can choose between VCE or two levels of VCAL to suit their interests, abilities and aspirations
  2. About 30% currently include VET in their study program
  3. Approximately 25% of our students are accelerated and can study a wider range of VCE subjects over 3 years
  4. Overall our students achieve VCE total study scores close to the state average
  5. A high proportion of our students obtain university or TAFE places, with almost all of the remainder finding traineeships or employment

Continuous Improvement:
- Effective schools are defined as those schools that get better and better each year ie. they aim for continuous improvement.
- What is the next step for Fairhills to further improve? Another of our school statistics shows that although our students are doing quite well overall, there are significant numbers of our students across the whole ability range who are achieving VCE/VCAL results below their potential. How can we improve this situation?

Strategies:
- Three pieces of educational common sense:
  a) students who identify, practise and develop Effective Learning Practices achieve higher scores than equal ability students who don’t. (see the attached list which forms part of the semester reports)
  b) schools that set high expectations of their students and have structures and procedures for encouraging, reinforcing and monitoring these expectations achieve higher student VCE/VCAL scores.
  c) students can improve both their motivation and their VCE/VCAL scores by making sure that they proactively develop clearly defined career goals by the time they reach years 11/12 using the school’s MIPS process.

Setting High Expectations:
Our teachers have compiled the following list of Student Learning Expectations for the use of teachers, students and parents.

1. Attend classes regularly – if you have to be absent, bring a parental note immediately on your return and make sure you catch up the work missed.
2. Attend classes promptly – students who arrive late miss part of the lesson, disrupt the teacher and the other students and reduce the amount of work that can be achieved by them and the class.
3. Listen carefully and follow the teacher’s directions and advice promptly and courteously. Realise that teachers are there to help you and greatly appreciate you helping them.
4. Make good use of private study periods (we don’t have “free periods” at Fairhills). Work quietly and productively in the private study room or the library. Like all other students you get a reasonable amount of relaxing and socialising time at recess and lunch – you don’t need even more time for these just because you are in VCE/VCAL.
5. As VCE students, you should make good use of your timetabled study sessions and Tutorial. At these times you are given the freedom to organise their study time. This is not time to sleep in or go to a part time job. **These periods must be kept available for catch up classes for students who miss outcome sessions.** Failure to attend an outcome catch up session is considered as wagging.

6. Non-VET students are required to remain at school for private study on Wednesdays. This time slot is made available to your co-ordinators and careers counsellor to meet with you as required. They need you to be available either in the library or the common room or the scheduled private study rooms on the timetable. Students who are making good progress with their studies can apply to their level co-ordinators for an exemption so that they can study at home for this period when appropriate.

7. Although you need to put major emphasis on your studies, we encourage you to maintain a balanced lifestyle by scheduling time into your week for socialising/recreation, family responsibilities and a part time job.

8. **Students are strongly encouraged to limit a part time job to no more than 8 hours per week.** Research indicates that beyond this limit a student’s VCE scores start to decline markedly. The school requires that jobs be scheduled outside the normal school hours of 8.45am and 3.15 in the afternoon on all five week days.

9. The VCE stipulates that each semester unit provide for 100 hours of student work, 55 in class time and 45 as homework. Allowing for an average of one period per fortnight for extra curricular activities including school assemblies, sports, student free days, public holidays etc., our timetable structure of 3 periods per week meets these class time requirements. Students are expected to construct a weekly homework timetable which will provide approximately 2.5 hours per week in each subject in Year 11 and 3 hours per subject in Year 12. Sticking to a well designed homework timetable (even when you don’t feel like it) is one of the most effective strategies for ensuring that you achieve your potential. (see the attached proforma)

10. Specific timelines and due dates are notified for set assignment work. Students are expected to keep to these dates unless there is good reason in which case they need to bring a note from home and make alternative arrangements with their class teacher and/or co-ordinator.

**Reinforcement & Monitoring of these Expectations:**
Not one of the above is optional. They are the basic expectations of all students at Fairhills. As ‘Behaviours for Learning’ they all contribute towards each student achieving their potential and consequently we believe that all teachers and parents will support them and strongly encourage their students to consistently practise them.

- The school has appropriate processes in place to monitor class attendance and punctuality, to counsel students who don’t comply and to notify parents so that home sanctions can be imposed if necessary.
- A standard set of procedures are applied by teachers in setting, collecting and marking work so that students keep up to date. Parents are notified by the class teacher if work is not submitted by the due date and students are assigned to catch up classes if necessary.
- Students are periodically interviewed by co-ordinators to ensure that they are meeting these various expectations. Where concerns are identified, parents will be informed and the student will lose any home study privileges until the situation is rectified.
- In summary, the school has decided it is time to ‘lift the bar’ on our expectations for student learning practices. We anticipate strong support from teachers and parents and constructive co-operation from most students.
- Students who are not taking their studies seriously and consistently fail to meet these expectations, will be interviewed with their parents and appropriate behaviour and work targets agreed upon. If these are not met within an agreed time period, the school will consider transferring the student to another of our learning pathways called JobSmart. This pathway provides students with work related preparation and experience including on-the-job training rather than them continuing (unsuccessfully) with their VCE subjects. After satisfactory participation in this alternate pathway, the student may apply to recommence their VCE studies at the start of the next semester.
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<th></th>
<th>Needs Attention</th>
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<th>Very Good</th>
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<tr>
<td>Arrives at class punctually</td>
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<td>Attends regularly and/or provides explanations for absences</td>
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<td>✓</td>
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<tr>
<td>Keeps up to date/submits assessment tasks by due date</td>
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<td>Brings appropriate materials to class</td>
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<tr>
<td>Listens to and follows teacher instructions/explanations</td>
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<tr>
<td>Participates constructively/remains on task throughout lesson</td>
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<td>✓</td>
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<tr>
<td>Asks questions to improve skills/understanding</td>
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<tr>
<td>Works well with others on group tasks</td>
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<tr>
<td>Overall ELP Rating</td>
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Personal Commitment

To maximise my VCE scores, I make a commitment to myself to implement the following lifestyle guidelines which came from a parent/student evening presented by Psychologist Andrew Fuller.

- Plan each day to have a minimum of 8 1/2 hours sleep
- Plan each day to limit my part-time job so that takes no more than 8 hours each week
- Plan each day to limit my TV watching to no more than one hour each weeknight
- Plan each day to complete at least one hour of homework before tea each weeknight
- Plan each day to turn off my mobile before I go to bed so that my sleep is not interrupted by text messaging
- Plan each day to attend and participate in all the scheduled classes in all my subjects

In making these conscious commitments, I realise that my natural ability (which I cannot change) and these strategies (which I can implement) are statistically recognised as the most powerful determiners of my VCE success.

Signatures:

Mine: ____________________________________________ Date: ______

My Best Friend: ______________________________________ Date: ______

My Favourite Teacher: ______________________________ Date: ______

- Display a copy of this signed commitment near your desk/work space at home and give copies to your friend and your teacher
- Please give another copy to your VCE Coordinator for statistical tracking purposes. At the end of the year we will work out the correlation between students who make this commitment and students who achieve study scores equal to/higher than predicted by their natural ability-as measured by the GAT.
<table>
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<tr>
<th>Time</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
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</table>
| 3.30 – 4.30    |     |      |     |       |     | Number of hours part time work I complete per week
| 4.30 – 5.00    |     |      |     |       |     | _____Hours                                   |
| Session 1      |     |      |     |       |     | Write below details of two regular 1½ hour sessions to fit in with your family, job, social and recreational commitments. |
| 5.00 – 5.30    |     |      |     |       |     |                                             |
| Session 2      |     |      |     |       |     |                                             |
| 5.30 – 7.00    |     |      |     |       |     | Evening Meal/Home Activities               |
| 7.00 – 7.30    |     |      |     |       |     | Session A: Sat or Sun                       |
| Session 3      |     |      |     |       |     | •                                            |
| 7.30 – 8.00    |     |      |     |       |     | •                                            |
| Session 4      |     |      |     |       |     | •                                            |
| 8.00 – 8.30    |     |      |     |       |     | Session B: Sat or Sun                       |
| Session 5      |     |      |     |       |     | •                                            |
| 8.30 – 10.00   |     |      |     |       |     | •                                            |
| (see Note 1)   |     |      |     |       |     |                                             |

Notes:

1. Use the 8.30-10.00pm timeslot for recreation (or for a replacement homework session if you go out on another week night or for urgent work if you get behind).
2. Getting an hours work done before tea is a very powerful motivating strategy. You restart after tea knowing that:
   a) nearly half the work for the night is already done
   b) you will have 1½ hours still available for recreation, TV, phoning your friends etc once you have finished working at 8.30.
3. Total Allocation:
   Year 11 – 2 ½ hours / week for each of 6 subjects = 15 hours
   Year 12 – 3 hours / week for each of 5 subjects = 15 hours
4. Research indicates that VCE age students actually require 8 – 10 hours sleep per night to function effectively. You can get by on less but you will find your studies harder, less enjoyable and less productive. This is equally true for Night-owls and Early-birds so adjust your schedule to meet your natural body clock and make sure you get enough sleep.
   It’s cool to ignore these facts but it is only you that suffers – your friends won’t care – they will either be getting enough sleep themselves or getting lower marks just like you.
5. This grid has been especially designed for the boys who as a general rule are not so good at working to study timetables. Girls, you probably already have one, but feel free to use this version if you want to.
6. An electronic version is available on the school website: www.fairhillshs.vic.edu.au
7. Final tip – when you fill this table in and use it, DON’T show it to your friends – they will only label you a Nerd. Play it smart – keep it quiet (that’s what your friends are probably doing anyway).
This article written by David Philips, the general manager of assessment and reporting at the Victorian Curriculum and Assessment Authority, appeared in the Education section of The Age on 7/5/07

You have nothing to lose, and a lot to gain by taking a GAT, writes David Philips.

EACH year, about 79,000 VCE students sit the three-hour General Achievement Test, which is compulsory for students doing any study for VCE units 3 and 4. Conducted around the same time as the mid-year exams, the GAT tests general knowledge and skills in written communication, mathematics, science and technology, humanities, the arts and social sciences. You are required to take the GAT if you are enrolled for even one VCE Level 3-4 sequence, including a Level 3-4 VET (vocational education and training) unit. If you begin your Level 3-4 studies in year 11 you will take the GAT in that year, and again in year 12 if you take more Level 3-4 studies in year 12. International Baccalaureate students also sit the GAT, as it enables the calculation of a notional ENTER score. The GAT is an important test because it forms part of a "safety net" for your exam results and can be used to protect you against any misfortune in your assessments. The Victorian Curriculum and Assessment Authority uses the GAT to carry out a range of procedures that ensure exam results are assessed fairly for every student. Doing the GAT is in some ways like an insurance policy. Just as we hope never to have to make a claim on our car insurance, we also hope we will never fall ill on the day of an examination, or suffer some misfortune that affects our performance. Most of us never do. But if the worst happens, a good GAT performance can help to restore the situation.

This year, the GAT will be held at 10am on Thursday, June 14. It will run for three hours with another 15 minutes of reading time. It consists of three sections:

· Writing task 1, in which you will be asked to explain the information in material that is presented to you in written and graphical form (suggested time 30 minutes).
· Writing task 2, in which you will be asked to express a point of view on an issue, and to present reasons and arguments in support of your view (suggested time 30 minutes).
· 70 multiple-choice questions, covering mathematics, science, technology, humanities, the arts and social sciences. The questions will not require any specific knowledge. Questions are presented in groups, usually of four or five. Each group of questions will be based on information presented as text, pictures, graphs or tables, and will test your understanding of the material presented, and your ability to reason and to draw appropriate conclusions from (suggested time two hours).

Managing your time is important, so don't allow any one section to run overtime at the expense of the others. It is important to answer every question, even if you're not sure of the answer. You do not have marks taken off for wrong answers, so having a go can only improve your position.

If you finish early, you can polish your writing or reconsider the answers in the multiple-choice section. Many students find it extremely valuable to save a little time at the end in order to do this. There is no specific study activity recommended for the GAT but if you have not had a lot of experience on tests like this one you may find it useful to practice on tests from previous years. Test booklets and answers for the past five years are available at www.vcaa.vic.edu.au/vce/exams/gat/gat.html for your use. If you are doing studies that include multiple-choice exams in their assessments, this practice may also help you with those exams.

What is assessed by this test?
The GAT does not test you on the content of any particular course of VCE study. It assesses the range of knowledge and skills that you will have built up over the whole of your secondary schooling. These include:

· The ability to write clearly and logically and to express a point of view in writing.
· The ability to read, understand and make appropriate inferences from written materials, pictures, cartoons and diagrams.
· The ability to extract information and draw conclusions from text, charts and tables.

How are GAT scores reported?
Three GAT scores will be reported to you at the end of the year:
The GAT consists of three main components:

- Written communication - a measure of the quality of the writing that you do, taken from the two writing tasks (scored out of 40).
- Mathematics, science and technology - a score taken from the 35 multiple-choice questions that relate to mathematical, scientific or technological materials (scored out of 35).
- Arts and humanities - a score taken from the 35 multiple-choice questions that relate to materials on arts, humanities or social sciences (scored out of 35).

Because new GAT tests are developed each year, it is possible that there may be small differences in the difficulty of the tests from one year to the next. So, if you took the GAT in 2006 and received a score of 25 in arts and humanities, and this year you took it again and received a score of 23, it doesn't necessarily mean that your knowledge and skills have declined. It could be that this year's test was slightly more difficult than last year's.

To enable students and schools to make accurate judgement about improvement from one year to the next, the VCAA reports standardised GAT scores as well as the "raw scores" - the number of correct answers or, in the case of written communication, marks awarded.

Standardised GAT scores, such as study scores, are reported on scales that run from 0 to 50 and all three component scores have the same mean (30) and the same standard deviation (7) as study scores.

As a result, by looking at the standardised GAT scores, you can judge whether you performed better on one component (say, written communication) than you did in another (say, arts, science or technology). If you take the GAT twice in successive years, you can, by comparing the standardised GAT scores, judge whether you performed better in one year than the other.

How is the GAT used?

Because these skills are important in all of your studies, your performance on the GAT is a good indicator of what you are likely to achieve in your VCE studies. Should you do less well than expected, the GAT provides an "alert" and the VCAA has procedures in place to ensure that your assessment is checked and adjusted, if necessary. Key steps in this process are:

- Checking your examination scores. If your examination score is significantly less than would have been expected on the basis of your GAT scores and other available information, your examination will be assessed again. On the basis of such a re-assessment, your examination score can go up, but not down, so the process can only advantage you.
- Moderating school-based assessments. The GAT plays a part in the moderation of schools' coursework assessments and the assessment of school-assessed tasks in art, design and technology, food and technology, media, studio arts, systems and technology, and visual communication and design. The test helps the VCAA to ensure that school assessments are comparable across all schools and therefore fair to all students.
- Derived Examination Scores. Should you be ill, or suffering from the effects of some misfortune in the period leading up to an examination, it is possible that your examination performance may suffer. In this case, you will need to apply for a derived examination score. Your application will be assessed by the VCAA's expert panel, and if it is approved, the GAT, along with all other information on your achievement in that study, will be used to estimate what your score on the examination would have been in normal circumstances. If the estimated score is higher than your actual examination score it will replace that score. In this process, your score on the GAT can raise your final examination result but cannot lower it.

So, while your performance on the GAT does not count as part of your study score or your ENTER, it is important to realise that the GAT is your insurance policy - it can protect you against misfortune, and the better you perform on the GAT, the more likely it is to assist you.

GAT results also assist your school to assess how well it is performing.

Each year, the VCAA provides schools with the capacity to generate detailed reports on the results obtained by their students, which they use to review and improve their programs. Schools are constantly seeking ways to help their students achieve better results, and comparison between VCE results and GAT scores can help them to make judgements about where there may be room for improvement.

Why should I do my best on the GAT?

It is important to realise that you have nothing to lose in taking the GAT. The higher your score, the more likely it is that the GAT will help you. The lower your score, the less likely it is that the GAT will make any difference.
Attention:
Career Pathways manager, VCE Co-ordinator, Student Service Co-ordinator, Year Level Co-ordinators, KLA Co-ordinators, Subject teachers, Mark Book/Report Supervisor, Office, Director of Daily Operations.

Approval is being sought for the student below to change his/her elective(s) as indicated.

Please sign below if you accept the change and amend your records, class lists, rolls and Markbook discs where appropriate.

Name of student: ___________________________________ Form: ___________ Date: ____________

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<thead>
<tr>
<th>Block A</th>
<th>Block B</th>
<th>Block C</th>
<th>Block D</th>
<th>Block E</th>
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Students are asked to obtain the following signatures and hand the form to VCE Coordinator within one week.

Signatures:

1. Student Services Manager
2. Career Pathways Manager
3. Original KLA Co-ordinator
4. New KLA Co-ordinator
5. Year Level Co-ordinator
6. Student
7. Parent/Guardian
8. VCE Co-ordinator

Final Approval: ________________

Fairhills Pathway Requirements (number of subjects required)

| SEAL and Enhanced Pathways (Accelerated students) | - First year | 6 level 1/2 subjects (=6) |
| - Second year | 4 level 1/2 subjects plus 2 level 3/4 subjects (=6) |
| - Third year | OR 2 level 1/2 subjects plus 3 level 3/4 subjects (=5) |
| 5 level 3/4 subjects (=5) |

| Mainstream Pathway | - First year | 6 level 1/2 subjects (=6) |
| - Second year | 5 level 3/4 subjects (=5) |

| VCElink Pathway (Combined Yr 10/11) | - First year | Eng 10 or 11 plus | 1 VCE subject plus 5 Year 10 subjects (=7) |
| OR Eng 10 or 11 plus | 2 VCE subjects plus 4 Year 10 subjects (=7) |
| OR Eng 10 or 11 plus | 3 VCE subjects plus 2 Year 10 subjects (=6) |
| OR Eng 10 or 11 plus | 4 VCE subjects plus 1 Year 10 subject (=6) |
| OR Eng 11 or 12 plus | any other 5 VCE subjects (Unit 1/2 or 3/4) (=6) |
| Any 5 VCE subjects (Unit 3/4) (=5) |

NB. (1) By comparison a full Year 10 course is 6 subjects
(2) Changes from one VCE subject to another VCE subject need to occur within the first three weeks of the semester to meet VCE requirements. Changes into a year 10 subject can occur if/when appropriate