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VCE Unit 1 & 2 Descriptions  Year 11

ENGLISH Key Learning Area

1eENG1 & 1eENG2 - ENGLISH
Units 1 and 2

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study will build on the learning established through AusVELS English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

In unit one, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

In unit two students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Unit Advisors: Ms Norsen and Ms Williams

1eEL1 & 1eEL2 – ENGLISH LANGUAGE

VCE English Language builds on students’ previous learning about the conventions and codes used by speakers and writers of English. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change. Students explore how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions, and to create and disrupt social cohesion.

There are two outcomes for each unit, and students are assessed by a combination of tests, essays, investigative reports, and linguistic analyses of a variety of text types.

Unit Advisor: Ms Norsen

1eLIT1 & 1eLIT2 - ENGLISH LITERATURE
Units 1 and 2

Unit 1 focuses on the ways the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop responses to a range of literary forms and styles. They develop an awareness of how the views and values that readers hold may influence the reading of a text. There are two outcomes for this unit, assessed by an essay and an oral presentation.
Unit 2 explores the ways literary texts connect with each other and with the world. Students examine the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. They consider the relationships between authors, audiences and contexts, analyse the similarities and differences across texts and establish connections between them. There are two outcomes for this unit, assessed by an analytical essay, and an essay comparing two texts.

*Unit Advisor: Ms Norsen*

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**MATHMEMATICS Key Learning Area**

**1mFM1 & 1mFM2 - FOUNDATION MATHEMATICS**

**Units 1 and 2**

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.

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

After successful completion of this study, students are able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, equations and graphs with and without the use of technology.

The VCE Mathematics study design 2016-2018 can be found online


*Course Advisor: Miss Violante*

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**1mGM1 & 1mGM2 - GENERAL MATHEMATICS**

**Units 1 and 2**

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. It offers a range of courses of study involving non-calculus based topics.

The areas of study for General Mathematics Unit 1 and Unit 2 are ‘Algebra and structure’, ‘Arithmetic and number’, ‘Discrete mathematics’, ‘Geometry, measurement and trigonometry’, ‘Graphs of linear and non-linear relations’ and ‘Statistics’. After successful completion of this study, students are able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. Assessment includes topic tests, unit exams and assignments.

General Mathematics Units 1 and 2 provides comprehensive preparation for Further Mathematics Units 3 and 4. The VCE Mathematics study design 2016-2018 can be found online:


*Course Advisor: Mr Geddes and Miss Morrissey*
**1mMM1 & 1mMM2 - MATHEMATICAL METHODS**

**Units 1 and 2**

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. It is recommended those students that enjoy the challenge of mathematics.

Mathematical Methods The areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, and ‘Probability and statistics’. After successful completion of this study, students are able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation and anti-differentiation with and without the use of technology. Assessment includes topic tests, unit exams and assignments.

Mathematical Methods Units 1 and 2 provides a comprehensive preparation for Mathematical Methods Units 3 and 4. And when taken in conjunction with Specialist Maths 1 and 2, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4.

The VCE Mathematics study design 2016-2018 can be found online

*Course Advisor: Mrs Olver*

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**1mSM1 - SPECIALIST MATHEMATICS**

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study is recommended for those students that enjoy the challenge of mathematics. It will provide a sound background for further studies in mathematics and mathematics related fields.

The areas of study for Units 1 and 2 of Specialist Mathematics are ‘Algebra and structure’, ‘Arithmetic and number’, ‘Discrete mathematics’, ‘Geometry, measurement and trigonometry’, ‘Graphs of linear and non-linear relations’ and ‘Statistics’. After successful completion of this study, students are able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. Assessment includes topic tests, unit exams and assignments.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4 and/or Mathematical Method Units 3 and 4.

The VCE Mathematics study design 2016-2018 can be found online

*Course Advisor: Mr Pethica and Mr Geddes*
HUMANITIES Key Learning Area

1hAC1 & 1hAC2 - ACCOUNTING
Units 1 and 2
Unit 1 focuses on accounting for and financial management of a small business. Students will be introduced to the processes of gathering, recording and reporting of financial information for service businesses. There will also be an introduction to the use of information and communications technologies in undertaking these activities.

Unit 2 introduces the accrual approach for recording and reporting and tools of analysis and interpretation of business performance. Assessment tasks include tests, a folio of exercises, with exercises using computer technology.

Unit Advisor: Mr Peart

1hLS1 & 1hLS2 - LEGAL STUDIES
Units 1 and 2
Unit 1 involves a study of the individual and the law. An examination is made of the role of the legal system within communities and the manner in which it deals with various types of crime. The crime of homicide is considered in some detail.

In Unit 2 students study how the law operates and means of access to the judicial system. Two areas of the law are selected and examined in relation to the purposes of the laws and the community values which underlie them. Problems for the legal system and recent changes to it are also studied.

Unit Advisor: Ms Dowell

1hHI1 & 1hHI2 - HISTORY
Units 1 and 2
Unit 1: This unit explores the rise of fascism in Germany between the wars. It begins with the Versailles peace Treaty which formally brought the Great War to a close and examines the events in Germany that followed, eventually bringing the Nazi Party to power. Hitler achieved the status of dictator and the policies of the Nazi Party had an effect that dramatically affected life in Germany, and eventually, most of Europe. The social implications of Nazi rule in Germany and the conquered countries are examined with particular focus on the implementation of the concept of the 'master race'.

Unit 2: This unit's first area of study, 'ideas and political power', begins within investigation into the post WWII Potsdam and Yalta conferences, and the implications for war torn Europe. Students study the rise of the new 'superpower', the U.S.A. and U.S.S.R., and their opposing ideologies, capitalism and communism. The ensuing Cold War is studied in depth and incorporates analysis of various primary and secondary evidence sources related to the Space Race, Cuban Missile Crisis, Kennedy's assassination and the Vietnam War. The second area of study, 'Movements of the People', investigates the Civil Rights Movement in the U.S.A. and the Peace Movement of the 1960's. The third area of study, 'Issues for the millennium', focusses on civil wars and regional conflicts in the period following the collapse of the Soviet Union. Students analyse causes of conflict, such as religious and ethnic tensions, terrorism and political and economic upheaval.

Unit Advisor: Mr Hogan
1hPI1 & 1hPI2 - PHILOSOPHY

Units 1 and 2
Unit 1: What is the nature of reality? How can we achieve certain knowledge? These are some of the questions which have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical problems through active, guided investigation, and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’ – and hence the study and practice of the distinctive nature of philosophical thinking, including techniques of logic, are central to this unit. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, should be used to support, stimulate and enhance their thinking about central concepts and problems. Students investigate relevant debates in applied epistemology and metaphysics, and consider whether the philosophical bases of these debates continue to have relevance in contemporary society and our everyday lives.

Unit 2: This unit engages students in philosophical investigation and critical discussion of two key areas of philosophy, developing their abilities to analyse the reasoning of others and to formulate logical responses to philosophical questions. Students apply philosophical methods as they analyse problems, develop independent ideas, and explain and defend their views in philosophical exchanges with others, evaluating viewpoints and arguments. Students also apply their skills of reasoning to philosophical analysis of contemporary debates. Students explore basic principles of morality, assessing ethical arguments according to standards of logic and consistency, and uncovering the assumptions about values which underpin ethical viewpoints. There is broad scope to apply philosophical methods to everyday, personal ethical dilemmas as well as to issues debated in the media, including the most significant challenges faced by contemporary societies. The second area of study focuses on another significant topic in philosophy, to be chosen from Aesthetics, Philosophy of religion, Political philosophy or other traditions of thought.

Unit Advisor: Ms Brunt

SCIENCE Key Learning Area

1sBI1 & 1sBI2 - BIOLOGY

Unit 1: How do living things stay alive?
In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students also consider how the planet’s biodiversity is classified and the factors that affect the growth of a population.

Unit 2: How is continuity of life maintained?
In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the
inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

Unit Advisor: Ms Woodroofe or Ms Matthews

1sCH1 & 1sCH2 - CHEMISTRY

Unit 1: How can the diversity of materials be explained?
The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

Unit 2: What makes water such a unique chemical?
Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Unit Advisor: Ms Woodroofe

1sES1 & 1sES2 - ENVIRONMENTAL SCIENCE

Unit 1: How are Earth’s systems connected?
In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured.

Unit 2: How can pollution be managed?
In this unit students explore the concept of pollution and associated impacts on Earth’s four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time. Students consider the rules for use, treatment and disposal of pollutants and evaluate the different perspectives of those who are affected by pollutants. They explore the significance of technology, government initiatives, communities and individuals
in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making. Pollutants can be produced through natural and human activities and can generate adverse effects for living and non-living things when released into ecosystems. Students examine how pollutant effects produced in one of Earth’s four systems may have an impact on the other systems. They explore the factors that affect the nature and impact of pollution including pollutant sources, transport mechanisms and potential build-up due to long-term or repeated exposure. Students compare three pollutants of national and/or global significance with reference to their effects in the atmosphere, biosphere, hydrosphere and lithosphere, and discuss management options. Students undertake an in-depth case study of the management strategies that apply to a pollutant of local concern related to ecosystem monitoring and/or change.

Unit Advisor: Ms Taylor

1sPH1 & 1sPH2 - PHYSICS

Unit 1: What ideas explain the physical world?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Unit Advisor: Mr Grisdale or Mr Dunn

1sPS1 & 1sPS2 - PSYCHOLOGY

Unit 1: How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Unit 2: How do external factors influence behaviour and mental processes?

A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world
around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Unit Advisor: Ms Matthews

TECHNOLOGY Key Learning Area

1tCP1 - VCE COMPUTING
Units 1 and 2
This course may guide students towards further studies in areas such as information systems, robotics and software development. In Unit 1, students conduct an investigation and create a digital solution to present their findings. They develop an understanding of wireless networks and design their own network solution. They also investigate information systems and develop a website that presents information on a chosen issue. In Unit 2, students use scripting language to create working software modules. They collect data and develop appropriate representations for this data to meet a brief. They also develop an understanding of the importance of databases and how they are used in a variety of settings.

1tFT1 & 1tFT2 - FOOD and TECHNOLOGY
Units 1 and 2
This course is designed to give a greater understanding of food and food production from a small scale perspective. Preparation of food, and planning and development of food, is the main focus areas. Practical sessions will be carried out on a weekly basis, with related theory work being conducted in alternate theory sessions. Assessment is conducted in each unit through two outcomes, being both practical and theoretical in nature.

Unit Advisor: Ms Clarke

1tPL1 & 1tPL2 - PRODUCT DESIGN & TECHNOLOGY - PLASTICS
Units 1 and 2
In VCE Product, Design and Technology students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation. The knowledge and use of resources is integral to product design. These resources include a range of materials, tools, equipment and machines needed to transform these materials in a safe manner into useful products. Increasingly, the importance of environmental sustainability is having an impact on product design and development. More sustainable approaches are therefore at the forefront throughout the product lifecycle.

Unit Advisor: Mr Coleman
**1tME1 & 1tME2 - PRODUCT DESIGN & TECHNOLOGY - METALS**

Units 1 and 2

In VCE Product, Design and Technology students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation. The knowledge and use of resources is integral to product design. These resources include a range of materials, tools, equipment and machines needed to transform these materials in a safe manner into useful products. Increasingly, the importance of environmental sustainability is having an impact on product design and development. More sustainable approaches are therefore at the forefront throughout the product lifecycle.

*Unit Advisor: Mr Coleman*

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**1tTE1 & 1tTE2 - PRODUCT DESIGN & TECHNOLOGY - TEXTILES**

Unit 1 Product re-design and sustainability: focuses on the analysis, modification and improvement of a textile product. Unit 2 Collaborative design: students work in teams to design and develop a textile item. Achievement of the outcomes for both units 1 & 2 is based on the satisfactory completion of investigative activities, design folio, product and end of unit exam. There is a cost for both units and students are required to supply their own materials.

*Unit Advisor: Ms Clarke*

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**1tWO1 & 1tWO2 - PRODUCT DESIGN & TECHNOLOGY - WOOD**

In VCE Product, Design and Technology students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation. The knowledge and use of resources is integral to product design. These resources include a range of materials, tools, equipment and machines needed to transform these materials in a safe manner into useful products. Increasingly, the importance of environmental sustainability is having an impact on product design and development. More sustainable approaches are therefore at the forefront throughout the product lifecycle.

*Unit Advisor: Mr Sayn*

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**1tSE1 & 1tSE2 - SYSTEMS ENGINEERING**

Units 1 and 2

VCE Systems Engineering involves the design, creation, operation and evaluation of integrated systems, devices and mechanisms that are made by combining a combination of mechanical, electronic and electrical sub-systems. This study can be applied to a diverse range of engineering fields such as manufacturing, land, water, automation, mechanisms robotics, and energy management. Systems Engineering considers the interactions of these systems with society and the natural ecosystems. Unit 1: Introduction to mechanical systems. Unit 2: Introduction to electro technology systems. Unit 3: Integrated systems engineering and energy. Unit 4: Systems control and new and emerging technologies. Note: As this study requires the student to produce a functioning model, students are allowed some flexibility in their selection of systems studied and need to consider the cost and degree of difficulty required to complete the chosen production.

*Unit Advisor: Mr Jones*
THE ARTS Key Learning Area - Visual and Performing

VISUAL ARTS

1aAR1 & 1aAR2 - ART
Units 1 and 2
This course involves the exploration of ideas and media through experimentation and new approaches. The connections between art and society are made through a brief study of Australian art. Further to this is the development of works that have a distinctly personal interest or focus. Assessment includes art production, responding to art and an end-of-unit exam.

Unit Advisor: Mr Cimera

1aME1 & 1aME2 - MEDIA
Units 1 and 2
Media Units 1 &2 contains a mixture of theoretical and ‘hands on’ production work.

Unit 1- Underpinning the study of Media from units 1 to 4 is the study representation. By this, students learn how familiar signs and symbols are used in the media to communicate moods, characters and a range of meanings. This leads to students developing and creating a video production of their own to reflect their knowledge. Advances in media technology and the changing roles of media creators and media producer are examined. Students also compare a how media product made for example for print, must use different techniques to achieve the same effect in a different medium, such as video, and then produce examples of their own.

Unit 2- Creating a media product involves individuals with specialist skills working cooperatively with a range of people with different skills and roles. Students research key roles in the making of a feature film, newscast or documentary. Students gain firsthand experience of this by participating in and producing a group video production. They also examine aspects of the Australian media industry focussing on the Australian film industry and its history.
Exams are held at the conclusion of Unit 1 and Unit 2.

Unit advisor: Mr Murray

1aSA1 & 1aSA2 - STUDIO ART
Units 1 and 2
Studio Art provides a framework for the establishment of effective art practices through an understanding and application of the process of design. Unit 1: The focus of this unit is the investigation of sources of inspiration, which generate creative activity and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. The application of materials and techniques and interpretation of sources of inspiration by artists from different times and locations is also examined. Unit 2: The focus of this unit is to establish an effective design methodology for the production of art works and develop skills in the analysis of art works.

Unit Advisor: Mr Cimera

1aVC1 & 1aVC2 – VISUAL COMMUNICATION AND DESIGN
Units 1 and 2
Introduction to visual communication design
Unit 1: This unit focuses on using visual language to communicate messages, ideas and concepts. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to
clearly communicate their final visual communications. In this unit students are introduced to three stages of the design process: researching designers, generating ideas and applying design knowledge and drawing skills to develop concepts.

Applications of visual communication design

Unit 2: This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

Unit Advisor: Ms Low

PERFORMING Arts

1aDR1 & 1aDR2 - DRAMA

Unit 1

Dramatic Storytelling. This unit focuses on creating, presenting and analysing devised performances that include real or imagined characters, based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student’s own performance work and of a performance by professional or other drama practitioners. Students use performance styles from a range of contexts associated with naturalism and non-naturalism. They examine storytelling through the creation of solo and/or ensemble devised performance/s. They manipulate expressive skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance styles and document the processes they use. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, conventions and performance styles from a range of contexts.

Unit 2

Non-naturalistic Australian drama. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating the performance and examine non-naturalistic performance styles from a range of contexts relevant to Australia and Australians. Conventions appropriate to the selected performance styles are also explored. Students’ knowledge of how dramatic elements can be enhanced or manipulated through performance is further developed. Students analyse their own performance work as well as undertake the analysis of a performance of an Australian work by other actors. Students use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism.

Unit Advisor: Mr Pickering

1aMU1 & 1aMU2 – MUSIC PERFORMANCE

Units 1 and 2

These units focus on building performance and musicianship skills. Students present performances of selected group and solo music works. They study the work of other performers through listening and analysis, and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances. Students also devise an original composition or improvisation.

Unit Advisor: Ms Verbyla
1aMS1 & 1aMS2 – MUSIC STYLE AND COMPOSITION
Units 1 and 2
Unit 1: This unit involves an exploration of a wide range of music styles. Students listen to music excerpts from different styles, traditions, times, and places. They analyse specific works from three distinct music styles including music from a non-western style or tradition. They become familiar with the elements of music and consider the various ways composers/music creators treat these elements and use compositional devices to create music works. Students compose and/or arrange brief creative exercises in response to the practices of other composers/creators.

Unit 2: This unit explores how composers and/or creators use music to create effects and elicit responses in multi-disciplinary forms. Students listen to music excerpts from diverse styles and respond to the ways elements of music and compositional devices are used to create specific effects. Students study multi-disciplinary works that combine music and non-musical elements, and investigate how music is used in combination with these other elements. Students also consider the role and function of music in the complete work, for example ways it advances a narrative, provides commentary on a narrative or communicates a mood or feeling. Students create music for a multi-disciplinary work in a form of their choice. Works and their associated styles selected for study in this unit should be different from those selected for study in Units 1, 3 and 4.

Unit Advisor: Ms Verbyla

1aTS1 & 1aTS2 – THEATRE STUDIES

Unit 1
Pre-modern theatre. This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance. Periods from the pre-modern era of theatre include Ancient Greek Theatre, Italian Theatre and the Commedia Dell’Arte, Elizabethan and Shakespearean Theatre, Naturalism/Realism.

Unit 2
Modern theatre. In this unit students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance. Theatrical movements in the modern era include Epic Theatre, Theatre of the Absurd, Expressionism, Eclectic Theatre, Physical Theatre.

Unit Advisor: Mr Pickering
HEALTH and PHYSICAL EDUCATION Key Learning Area

1pPE1 & 1pPE2 - PHYSICAL EDUCATION
Units 1 and 2
This course involves practical and theory work, which is interrelated and allocated similar class time.

Unit 1: On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement.

Unit 2: On completion of this unit, the student should be able to demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach. Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. They will explore a range of factors that influence participation in regular physical activity and by participating in practical classes; gain an appreciation for the level of fitness of people across the lifespan.

Assessment: Unit assessment tasks, tests, and an end of year exam.

Uniform: All students are expected to be changed for all sessions, for health and safety reasons. This includes a School PE shirt, black shorts, skirts and/or tracksuit pants, a change of socks and a warm top for winter (preferably same colour as your house) and runners or sneakers, not school shoes. Students can wear the college black jacket, a plain black jacket with no hood or a black long sleeve top under their shirt. The PE uniform is compulsory at Daylesford Secondary College.

Unit Advisor: Ms Gill

1pHH1 & 1pHH2 - HEALTH AND HUMAN DEVELOPMENT
Units 1 and 2

Unit 1: The Health & Development of Australia’s Youth

Students develop an understanding of the concepts of youth health and individual human development and explore the interrelationships that exist within and between them. They look at the different methods for measuring health status and develop a greater understanding of the health status of youth. Students will look at a range of determinants and their ability to influence youth health and individual human development. They will explore the importance of nutrition and the developmental functions it performs in the body, including the consequences of nutritional imbalance.

Unit 2: Individual human development and health issues

Students develop and understanding of the health and individual human development of Australia’s unborn children, children and adults; including older adults. They study the physical, social, emotional and intellectual changes that occur in this stages. They investigate how determinants influence prenatal and child and adult health and individual human development.

Unit Advisor: Ms Kirby
LANGUAGES- Key Learning Area

11IT1 & 11IT1 - ITALIAN
Units 1 and 2
This course focuses on three areas of study; the individual, Italian-speaking communities and the changing world. Units are developed in each area of study and are selected to provide students with an opportunity to build upon what is familiar, as well as develop knowledge and skills in new and more challenging ways. They aim to enhance students’ cross-cultural understanding, cognitive development and Italian literacy. Students work towards satisfying a series of outcomes, which assesses their skills and knowledge in the areas of reading, writing, speaking and listening. Successful completion of Year 10 Italian is a pre-requisite for enrolment in Unit 1.

Unit Advisor: Mrs Mazzitteli
**VCE UNIT 3 & 4 Descriptions  Year 12**

**ENGLISH Key Learning Area**

**3eEN1 - ENGLISH**

**Units 3 and 4**

This unit is divided into three areas of study: Reading and Responding, Creating and Presenting and Using Language to Persuade. Reading and Responding requires students to analyse, in the form of an analytical essay, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations. Creating and Presenting requires students to draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context. Using Language to Persuade involves analysis of the use of language in texts that present a point of view on an issue currently debated in the Australian media. Students are also required to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

*Unit Advisors: Ms Williams and Ms Norsen*

**3eEL1 - ENGLISH LANGUAGE**

In Unit 3 students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. Students examine the stylistic features of formal and informal language in both spoken and written modes; they describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning.

Students also consider how texts are influenced by the situational and cultural contexts in which they occur. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language, and through the ways in which language varieties are used in processes of inclusion and exclusion.

In Unit 4 students focus on the role of language in establishing and challenging different identities, examining both written and spoken texts. Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. They also examine how we use language to express ourselves as individuals and signal our membership of particular groups.

There are two outcomes for each unit. Assessments include tests, essays and analyses of spoken and written texts. The exam consists of three sections: short-answer questions, an analytical commentary, and an essay.

*Unit advisor: Ms Norsen*

**3eLI1 - ENGLISH LITERATURE**

**Units 3 and 4**

The study of Literature focuses on exploring the meaning of literary texts. Six core texts form the basis of the study. Text forms include novels, plays or films, a selection of poems, and a collection of short stories. Assessment is 50% school-assessed and 50% examination.

**Unit 3:** For *Adaptations and Transformations*, students study how the form of a text affects meaning by comparing a text with its adapted version. For *Views, Values and Contexts*, students analyse the ways texts represent views and values and comment on human experience, as well as studying the social, historical and
cultural contexts of literary works. For *Considering Alternative Viewpoints*, students examine how various interpretations and judgements about a text can influence personal interpretation.

**Unit 4:** In *Creative Responses to Texts* students make reference to the context, ideas, style of language and point of view in a text by writing an original re-created or adapted work based on this text. *Close Analysis* requires a detailed analysis of the text; reference to all areas of study covered in both units are included in the response.

*Unit Advisor: Ms Norsen*

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**MATHMEMATICS Key Learning Area**

**3mFM1- MATHEMATICS: FURTHER MATHEMATICS**

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises ‘Data analysis’ and ‘Recursion and financial modelling’. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: ‘Matrices’, ‘Networks and decision mathematics’, ‘Geometry and measurement’ and ‘Graphs and relations’. After successful completion of this study, students are able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs, with the use of technology.

It is highly recommended that students have previously studied General Mathematics Units 1 and 2 before undertaking this study. Assumed knowledge and skills for the Core and Modules are contained in the General Mathematics Units 1 and 2.

Assessment: Coursework 34%; Examinations – 66%.

The VCE Mathematics study design 2016-2018 can be found online


*Course Advisor: Mrs Olver and Mr Roberts*

**3mMM1 – MATHEMATICS: MATHEMATICAL METHODS**

**Units 3 and 4**

Mathematical Methods Units 3 and 4 builds upon the skills and knowledge gained during the study of Mathematical Methods 1 and 2.

The areas of study for Mathematical Methods Units 3 and 4 consist of: ‘Functions and graphs’, ‘Calculus’, ‘Algebra’ and ‘Probability and statistics’. After successful completion of this study students are able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology.

Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods Units 3 and 4.

Assessment: Coursework 34%; Examinations – 66%.

The VCE Mathematics study design 2016-2018 can be found online


*Course Advisor: Mr Pethica*
3mSM1 – MATHEMATICS: SPECIALIST MATHEMATICS
Units 3 and 4
Specialist Mathematics Units 3 and 4 provide a course for students who wish to undertake an in-depth study of mathematics and enjoy the challenge of mathematics at the senior level. It is frequently taken by students who wish to include a high-scaling subject for ATAR purposes and/or as a preparation for tertiary study in science, applied science, engineering or mathematics.

The areas of study for Specialist Mathematics Units 3 and 4 consist of: ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, ‘Vectors’, ‘Mechanics’ and ‘Probability and statistics’. After completion of this study, students are able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference with and without the use of technology.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2. It must be taken concurrently with Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics.

Assessment: Coursework 34%; Examinations – 66%.
The VCE Mathematics study design 2016-2018 can be found online

Course Advisor: Mr Geddes

HUMANITIES Key Learning Area

3hAC1 - ACCOUNTING
Units 3 and 4 are designed to be taken as a sequence. In Unit 3, students are introduced to a double entry system of accounting for trading businesses, using the perpetual method of recording stock movements. Topics include journals and ledger accounts, accounting reports, the GST and computer-based recording. Unit 4 further develops the above topics, as well as covering budgeting and analysis and interpretation.

Assessment: Coursework 50%; November exam 50%.

Unit Advisor: Mr Hogan

3hLS1- LEGAL STUDIES
Units 3 and 4
In Unit 3, students study the institutions which make laws, parliaments and the courts, and the way in which each of these bodies make law. Also explored are the ways in which an individual can influence change in the law. Unit 4 focuses on courts, tribunals and criminal and civil procedures. Students also compare our adversarial system to the inquisitorial system, investigate strengths and weaknesses of our legal system and look at possible means of reform.

Assessment: Coursework 50%; November exam 50%.

Unit Advisor: Ms Dowell
**3hHA1 – AUSTRALIAN HISTORY**

Units 3 and 4

Australian History examines times in which Australians engaged in debates about future directions of their society. These debates often focused on questions of inclusion and exclusion and dependence and independence as well as the place Australia should assume in the world. How and when was Australia imagined as a national community? Which Australians have been most influential in shaping ideas about the nation? How and why have the ideas changed? Through an examination of events, people, movements and ideas from 1830-2000, students gain an understanding of the way in which the nation has developed and the manner in which the concept of nationhood has been debated and shaped.

*Unit Advisor: Mr Hogan*

**3hHR1 – HISTORY: REVOLUTIONS**

Units 3 and 4

Students study the French Revolution from 1781-1795 and the Russian Revolution 1905-1924. They consider the contribution of ideas, leaders, movements and events in causing revolutionary activity. A range of historians’ perspectives are analysed in relation to the causes of the revolution as well as the challenges faced by the new revolutionary government. Students investigate the effect the revolution had on peoples’ lives in the new society. Accordingly, students draw conclusions about what changed in the new society as a result of the revolution, and what continued from the Old Regime.

*Unit Advisor: Mr Jones*

**3hPI1 – PHILOSOPHY**

In Unit 3, students will consider basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students will critically compare the viewpoints and arguments put forward in set texts from the history of philosophy to their own views on these questions and to contemporary debates. They will also participate in philosophical debates, encompassing philosophical questions and associated viewpoints and arguments within other spheres of discourse such as religion, psychology, sociology and politics.

In Unit 4, students will consider the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life. Students will critically compare the viewpoints and arguments in set texts from both ancient and modern periods to their own views on how we should live, and use their understandings to inform their analysis of contemporary debates.

*Unit Advisor: Ms Brunt*
**SCIENCE Key Learning Area**

**3sBI1 - BIOLOGY**  
Units 3 and 4  
Students investigate the challenge of survival by studying cells in their environment and the adaptation of plants and animals to their surroundings. The human immune system is covered in detail with practical investigations into disease and defence mechanisms.  
Unit 4 spans genetic inheritance and evolution. Students use experimental methods to investigate patterns of inheritance. Gene technology and manipulation is investigated, together with the process of evolution that has led to the diversity of living organisms.

*Unit Advisor: Ms Woodroove or Ms Matthews*

**3sCH1 - CHEMISTRY**  
**Unit 3 - Chemical Pathways:** This unit investigates the scope of techniques available to the analytical chemist. Chemical analysis is vital to a forensic scientist, a quality control chemist, a geologist in the field and an environmental chemist. Each analytical technique is dependent on a particular property or reaction of the chemical being investigated. Students investigate several organic reaction pathways, the chemistry of particular organic molecules and the role of organic molecules in the generation of biochemical fuels and medicines.

**Unit 4 - Chemistry at work:** This unit investigates the industrial production of chemicals and the energy changes associated with chemical reactions. Chemical reactions produce a diverse range of products we use and depend on every day. Features that affect chemical reactions such as the rate and yield or equilibrium position are investigated. Our society uses a range of energy sources, including coal to generate electricity and gas for heating, oil for transport, and solar and wind for small and large scale production of electricity. Students investigate the renewability of a range of energy sources and consider their energy efficiencies. Galvanic cells and electrolytic cells operate by transforming chemical and electrical energy. Students investigate their operating principles, both in the laboratory and in important commercial and industrial applications including fuel cells.

*Unit Advisor: Ms Woodroove*

**3sES1 - ENVIRONMENTAL SCIENCE**  
**Unit 3:** Ecological issues: energy and biodiversity  
This unit focuses on two major ecological issues which provide challenges for the present and the future. The consequences on the atmosphere of natural and enhanced greenhouse effects, and issues of biodiversity and its significance in sustaining ecological integrity, will be examined.

**Unit 4:** Ecological sustainability  
This unit focuses on pollution and its relationship to the health of humans and the environment. It advances further understanding of managing the environment to ensure development meets human needs while maintaining ecological integrity of the environment.

*Unit Advisor: Ms Taylor*

**3sPH1 - PHYSICS**  
Units 3 and 4  
Unit 3 - This unit focuses on the ideas that underpin much of the technology found in areas such as communications, engineering, commerce and industry. Motion in one and two dimensions is introduced and applied to moving objects on Earth and in space. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonic devices are introduced. The detailed studies offer
examples of theoretical and practical applications of these technologies. This unit consists of two prescribed areas of study: Motion in one and two dimensions; and Electronics and photonics as well as a detailed study of Materials and their use in structures.

Unit 4 - Consists of two prescribed areas of study: Electric power and Interactions of light and matter. A detailed study is to be chosen in either Unit 3 or Unit 4 from one of six detailed studies: Einstein’s special relativity, Materials and their use in structures, Further electronics, Synchrotron and its applications, Photonics, and Sound. This unit focuses on the development and limitations of models in explaining physical phenomena. A field model of electromagnetism is applied to the generation of electricity, and the development of models that explain the complex interactions of light and matter are considered. The detailed studies provide examples of innovative technologies used for research and communication.

Unit Advisor: Mr Dunn

3sPS1 - PSYCHOLOGY
Units 3 and 4
Unit 3 - The conscious self: This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness including sleep. Students also study the ways in which information is processed, stored and utilised. They apply different theories of memory and forgetting to their everyday learning experiences.

Unit 4 - Brain, behaviour and experience: This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. The overall quality of functioning of the brain depends on experience, and its plasticity means that different kinds of experience change and configure the brain in different ways. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours. Students build on their conceptual understanding of learning to consider it as one of several important facets involved in a biopsychosocial approach to the analysis of mental health and illness. They consider different concepts of normality, and learn to differentiate between normal responses such as stress to external stimuli, and mental disorders. The causes of mental illness and the avenues of assistance and factors that promote mental wellbeing are explored.

Unit Advisor: Ms Matthews

TECHNOLOGY Key Learning Area
3tFT1- FOOD AND TECHNOLOGY
Units 3 and 4
This course is designed to give a greater understanding of food preparation on an industrial scale. It looks at the development, analysis and marketing of food products. Food product development, food production and food controls are the main focus areas of these units. Practical sessions are carried out on a weekly basis with related theory work being conducted in alternate sessions. Assessment: Unit 3 Coursework: 18%; Unit 4 Coursework: 12%; SAT: 40%, November exam: 30%.

Unit Advisor: Ms Clarke
**3tPL1 - PRODUCT DESIGN & TECHNOLOGY – PLASTICS**  
Units 3 and 4  
In VCE Product, Design and Technology students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation. The knowledge and use of resources is integral to product design. These resources include a range of materials, tools, equipment and machines needed to transform these materials in a safe manner into useful products. Increasingly, the importance of environmental sustainability is having an impact on product design and development. More sustainable approaches are therefore at the forefront throughout the product lifecycle.

*Unit Advisor: Mr Coleman*

**3tME1- PRODUCT DESIGN & TECHNOLOGY – METALS**  
Units 3 and 4  
In VCE Product, Design and Technology students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation. The knowledge and use of resources is integral to product design. These resources include a range of materials, tools, equipment and machines needed to transform these materials in a safe manner into useful products. Increasingly, the importance of environmental sustainability is having an impact on product design and development. More sustainable approaches are therefore at the forefront throughout the product lifecycle.

*Unit Advisor: Mr Coleman*

**3tTE1 - PRODUCT DESIGN & TECHNOLOGY – TEXTILES**  
Units 3 and 4  
Unit 3 Applying the Product design process: students examine the Product design process and develop skills in writing a design brief. Unit 4 Product development and evaluation: students produce their preferred option and evaluate the effectiveness and efficiency of the techniques used. Achievement of the outcomes for both unit 3 & 4 is determined by the satisfactory achievement of investigative activities, school assessed course work, design folio and product. There is a cost involved for both units and students are required to supply their own materials.

Final Assessment: Unit 3 SAC 12%, Unit 4 SAC 8%, SAT (design folio and product) 50%, end of year exam 30%.

*Unit Advisor: Ms Clarke*

**3tWO1 - PRODUCT DESIGN & TECHNOLOGY – WOOD**  
Unit 3 and 4  
In VCE Product, Design and Technology students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation. The knowledge and use of resources is integral to product design. These resources include a range of materials, tools, equipment and machines needed to transform these materials in a safe manner into useful products. Increasingly, the importance of environmental sustainability is having an impact on product design and development. More sustainable approaches are therefore at the forefront throughout the product lifecycle.

*Unit Advisor: Mr Sayn*
3tSE1 – SYSTEMS AND ENGINEERING
Units 3 and 4
VCE Systems Engineering involves the design, creation, operation and evaluation of integrated systems, devices and mechanisms that are made by combining a combination of mechanical, electronic and electrical sub-systems. This study can be applied to a diverse range of engineering fields such as manufacturing, land, water, automation, mechanisms robotics, and energy management. Systems Engineering considers the interactions of these systems with society and the natural ecosystems.

Unit 3: Integrated systems engineering and energy.
Unit 4: Systems control and new and emerging technologies.

Note: As this study requires the student to produce a functioning model, students are allowed some flexibility in their selection of systems studied and need to consider the cost and degree of difficulty required to complete the chosen production.

Unit Advisor: Mr Jones

THE ARTS Key Learning Area - Visual and Performing

VISUAL ARTS

3aAR1 - ART
In Units 3 and 4 students communicate their ideas by presenting a folio of work that demonstrates a diversity of experimentation, effective annotation and innovative practices. Students are expected to resolve one work each semester, which is included in their final ‘boy of work’. A range of approaches to analysing and interpreting art are studied that use the formal, personal, cultural and contemporary frameworks.

Unit Advisor: Mr Cimera

3aME1 - MEDIA
Units 3 and 4
Unit 3- Narrative and Media Design and Production. Unit 3 features the study of two feature films, examining the various technical and creative skills involved in their production. Students sit a SAC exam assess their knowledge. Students then prepare for a production of their own, completing a comprehensive design plan to underpin their production. As part of their preparation for their productions students undertake a short series of exercises to practice skills they will need to employ in their production work. Students may work in a range of mediums.

Unit 4- Media Process. Media texts and society’s values. Media Influence. During Unit 4, students complete the production they have designed in Unit 3. The bulk of the production will occur in the students’ own time; generally during the mid-semester break. In Media texts and society’s values, they analyse media texts such as family sit-com’s, and magazines from a particular era to observe how social values are contained in the text and how they reflect the thinking of that society at the time the text was made. Media Influence examines the ways and the extent to which the media is claimed to influence the audience. The claimed influence of computer games upon ‘gamers’ attitudes and behaviour is an area of investigation. Students sit a SAC exam assess their knowledge in both these topics. The course is assessed %55 at school and %45 by external exam.

Unit Advisor: Mr Murray
3aSA1 – STUDIO ART
Units 3 and 4
Studio Art provides a framework for the establishment of effective art practices through an understanding and application of the process of design. Unit 3 focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use exploration proposal to define an area of creative in developing their ideas. Unit 4 Focuses on the production of a cohesive folio of finished artworks created from the previous work generated in Unit 3. This unit also involved an investigation into the art industry, the role of public and commercial galleries and other art spaces.

*Unit Advisor: Ms Low*

3aVC1 – VISUAL COMMUNICATION AND DESIGN
Units 3 and 4
Unit 3: Design thinking and practice
In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They establish a brief and apply design thinking skills through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

Unit 4: Design development and presentation
The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two-dimensional and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience.

*Unit Advisor: Ms Low*

PERFORMING ARTS
3aDR1- DRAMA
Unit 3
Devised non-naturalistic ensemble performance. This unit focuses on non-naturalistic devised ensemble drama. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions and work collaboratively to devise, develop and present an ensemble performance. Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to shape and enhance the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance. Students also analyse a professional performance that incorporates non-naturalistic performance styles and production elements selected from the prescribed VCE Drama Unit 3 Playlist published annually on the Victorian Curriculum and Assessment Authority website.

Assessment: Coursework 40%, Performance exam 35%, Written exam 25%.
Unit 4

**Non-naturalistic solo performance.** This unit focuses on the development and presentation of non-naturalistic devised solo performances. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skill in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and performance and expressive skills to develop and present a short solo performance. These skills are further developed as students create a devised solo performance in response to a prescribed structure. Students also document and evaluate the stages involved in the creation, development and presentation of a solo performance.

*Unit Advisor: Mr Pickering*

**3aMU1 – MUSIC PERFORMANCE: SOLO**

Units 3 and 4

These units focus on the preparation and presentation of solo works. Students use performance techniques to develop understanding of interpretation of a range of styles. Understanding of musical structure and characteristics of a group work are further developed. Ensemble performance, solo technical work and unprepared performance will be developed to further the understanding of music performance skills. Aural comprehension skills and understanding of the structure and characteristics of a group work are also developed.

Assessment: Coursework 25%; solo performance exam 50%; November aural and written exam 25%.

*Unit Advisor: Ms Verbyla*

**3aMI1 – MUSIC INVESTIGATION**

Units 3 and 4

Unit 3: In this unit students select a work from a prescribed list as the basis for an investigation of a Focus Area. They explore the Focus Area through three complementary areas of study: Investigation, Composition/arrangement/improvisation and Performance. Area of Study 1, Investigation involves research into background contextual issues relevant to performance practice, critical listening to recordings of performances and examination of texts including musical scores. Area of Study 2, Composition/arrangement/improvisation involves applying these research findings to create a folio of exercises, sketches or recorded improvisations that demonstrate understanding of the characteristics of the Focus Area. Students plan, rehearse and perform a program of works that are representative of the Focus Area and in doing so develop relevant instrumental and performance techniques and apply performance practices. Together, these areas of study require students to apply extensive skills in performance, aural awareness, transcription, music theory and analysis.

Unit 4: In this unit students continue the exploration within the Focus Area they began in Unit 3. In Unit 4 the Investigation involves the preparation of program notes to accompany their end-of-year performance program. In Area of Study 2, the Composition/improvisation/arrangement involves creating and performing a composition, improvisation or arrangement that draws on musical characteristics of the Focus Area. This composition, arrangement or improvisation builds on and extends exercises completed in Unit 3. Students rehearse and perform works for inclusion in a performance program of works that relates to the Focus Area. They develop mastery of relevant instrumental techniques and apply advanced performance conventions to realise their intended interpretations of each work. They continue to use skills in aural awareness, transcription, music theory and music analysis to support their work.

*Unit Advisor: Ms Verbyla*
3aMS1 – MUSIC STYLE AND COMPOSITION

Unit 3 and 4

Unit 3: In this unit students develop an understanding of the diverse practice of music creators working in different times, places and stylistic traditions. Students develop skills in making critical responses to music excerpts. They analyse ways the compositional devices of contrast, repetition and variation are used in the excerpts. Students develop knowledge about the music characteristics and style of two selected works or collections of minor works, one of which must be by an Australian composer/creator. They develop an understanding of the way contextual issues can influence works. Contextual issues may include cultural influences, social issues, practical issues, musical influences, commercial considerations and issues relating to the performer/s of the work. Students create music in response to the music characteristics and creative approaches evident in the music studied. Works and their associated styles selected for study in this unit should be different from those selected in Units 1, 2 and 4.

Unit 4: In this unit students create an original music work inspired by the study of music from different styles and traditions. They document their creative process/es from initial intention. Students develop skills in forming and presenting critical responses to music excerpts. They also analyse use of the compositional devices of contrast, repetition and variation. Students investigate the music characteristics and style of two selected works or collections of minor works, one of which was created after 1910. They develop an understanding of the process/es used to create the works and how contextual issues may have influenced the creative process. Works and their styles selected for study in this unit should be different from those selected in Units 1, 2 and 3.

Unit Advisor: Ms Verbyla

3aTS1 – THEATRE STUDIES

Units 3 and 4

Unit 3

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

Unit 4

Performance interpretation. In this unit students study a scene and associated monologue from the Theatre Studies Stagecraft Examination Specifications published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation. Students’ work for Outcomes 1 and 2 is supported through analysis of a performance they attend selected from the prescribed VCE Theatre Studies Unit 4 Playlist published annually.

Unit Advisor: Mr Pickering
HEALTH and PHYSICAL EDUCATION Key Learning Area

3pHH1- HEALTH AND HUMAN DEVELOPMENT

Unit 3: Australia’s Health
Students compare the health status of Australia’s population with that of other developed countries, compare and explain the variations in health status of population groups within Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status. Students examine different models of health and health promotion. They investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives. The role of government and non-government organisations in providing programs and support for the promotion of healthy eating is examined.

Unit 4: Global Health and human development
Students explore global health, human development and sustainability. Students identify similarities and differences in the health status between people living in developing countries and Australians, and analyse reasons for the differences. The role of the United Nations’ Millennium Development Goals is investigated in relation to achieving sustainable improvements in health status and human development. Students explore the role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development. Students consider strategies designed to promote health and sustainable human development globally, as well as Australia’s contribution to international health programs and contributions to non-government organisations.

Assessment: Unit 3 SAC: 25%, Unit 4: 25%; End or year exam: 50%
Unit Advisor: Ms Kirby

3pPE1- PHYSICAL EDUCATION

Units 3 and 4
This is a theory based course, which is highlighted by practical sessions, allowing students to make direct links and fully comprehend all concepts covered.

Unit 3- This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to Australia’s Physical Activity and Sedentary Behaviour Guidelines. Students also investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

Unit 4- Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.
Assessment: SACs 50%; End of year exam 50%
**Uniform:** All students are expected to be changed for all sessions, for health and safety reasons. This includes a School PE shirt, black shorts, skirts and/or tracksuit pants, a change of socks and a warm top for winter (preferably same colour as your house) and runners or sneakers, not school shoes. Students can wear the college black jacket, a plain black jacket with no hood or a black long sleeve top under their shirt. The PE uniform is compulsory at Daylesford Secondary College.

*Unit Advisor: Ms Gill*

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**LANGUAGES - Key Learning Area**

**3IIT1 - ITALIAN**
Units 3 and 4 Italian focus on three areas of study; the individual, Italian-speaking communities and the changing world. Units are developed in each area of study and are selected to provide students with an opportunity to build upon what is familiar, as well as develop knowledge and skills in new and more challenging ways. They aim to enhance students' cross-cultural understanding, cognitive development and Italian literacy. Students work towards satisfying a series of outcomes, which assess their skills and knowledge in the areas of reading, writing, speaking and listening.

Successful completion of Italian Units 1 & 2 is a prerequisite for this unit.

*Unit Advisor: Ms Mazzitelli*

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**VET UNIT Descriptions**

**VET SUBJECTS**

**1vAU1 and 3vAU1 - VET Certificate II Automotive Technology**

*Two Year Course*

This course aims to provide students with the skills and ability to enhance their employment and further training prospects within the automotive and allied industries. Units of competence are completed over two years.

Students will cover topics such as workplace health and safety, using and maintaining tools and equipment, workplace communication, customer relations, identifying automotive parts and accessories and maintaining and servicing engines and components. Preference is given to VCE students.

*Unit Advisor: Mr Jones*
3vDS1 - Certificate III in Disability Services

The Certificate III in Disability will teach you many facets of disability care. You will learn how to work effectively with people living with disabilities and meet their particular needs, and deliver disability care services that support and enhance the independence of people with disabilities. This course will provide you with the tools to accurately respond to difficult or challenging situations in the health care industry.

The Certificate III in Disability is comprised of 9 core units, and 5 electives. It is Australia’s nationally recognised and accredited qualification in disability services and care, and is designed for those interested in becoming a disability support worker, community care worker, care assistant, disability service worker, personal care giver or home care assistant.

Core Units include (9 total):
CHCCS411C – Work effectively in the community sector
CHCDIS301C – Work effectively with people with a disability
CHCDIS302A – Maintain an environment to empower people with disabilities
CHCDIS322A – Support community participation and inclusion
CHCDIS323A – Contribute to skills development and maintenance
CHCICS301B – Provide support to meet personal care needs
CHCICS302B – Participate in the implementation of individualised plans
CHCICS303A – Support individual health and emotional well being
CHCICS305B – Provide behaviour support in the context of individualised plans

Electives (complete 5 of 5):
CHCWHS312A – Follow safety procedures for direct care work
HLTHIR403C – Work effectively with culturally diverse clients and co-workers
CHCDIS411A – Communicate using augmentative and alternative communication strategies
HLTFA311A – Apply first aid*
CHCAC318B – Work effectively with older people strategies

Unit Advisor: Mr Holmes

VET VCE SUBJECTS

1vBC1 and 3bBC1- Certificate II VCE VET Building and Construction
Partial completion of 21844VIC Certificate II in Building and Construction (Carpentry) Pre-apprenticeship: Certificate II in Building and Construction is state accredited curriculum which provides students with the knowledge and skills to enhance their employment prospects in the building and construction industry (carpentry stream). A pre-apprenticeship is a nationally recognised qualification that has an automatic training and duration credit into the apprenticeship in the same industry area. A pre-apprenticeship training program prepares the student for entry into a trade based apprenticeship by equipping the student with foundation knowledge and skills.

Unit Advisor: Mr Sayn

1vCS1 – VET VCE Certificate II in Community Services
The Certificate II in Community Services is an entry level qualification into community services work and is suitable for existing or prospective workers who provide assistance and support for clients in a variety of areas, including housing, advocacy, peer support and mentoring

Core Units (Mandatory)
CHCCS211B Prepare for work in the community sector
CHCCCOM201C Communicate with people accessing the services of the organisation
CHCORG201C Follow policies, procedures and programs of the organisation
CHCORG202C Work with others
HLTWHS200A Participate in WHS processes
CHCC211B Prepare for work in the community sector

Elective Units
CHCAC318B Work effectively with older people
CHCAD401D Advocate for clients
CHCCHLD401B Identify and respond to children and young people at risk
CHCAOD201D Prepare for alcohol & other drugs work
CHCDIS301C Work effectively with people with a disability
CHCMH301C Work effectively in mental health

Learners who successfully complete the course will be awarded the CHC20112 Certificate II in Community Services. As part of the Australian Qualifications Framework this qualification is nationally recognised. After achieving this qualification learners may undertake the CHC30112 Certificate III in Community Services Work, then the CHC40708 Certificate IV in Community Services Work, and then onto the CHC52008 Diploma of Community Services Work

Unit Advisor: Mr Holmes

1vIT1- VET VCE Information Communications Technology Certificate II
Certificate II in Information, Digital Media and Technology provides students with the fundamentals to confidently operate computer equipment and computing packages. This qualification provides basic digital skills to support a wide range of varying industry occupations. Depending on electives chosen, units of competency include integrating commercial computing packages, designing organisational documents using computing packages, detecting and protecting systems from spam and destructive software and installing software applications.

Unit Advisor: Mr Dunn

3vIT1- VET VCE Information Communications Technology Certificate III
Certificate III in Information Digital Media and Technology provides students with the skills and knowledge to be competent in introductory ICT technical functions. The qualification is designed to support information activities in the workplace and to achieve a degree of self-sufficiency as an advanced ICT user. Units 1 and 2 include some of the core skills from the Certificate III in running standard diagnostic tests, working and communicating effectively in an IT environment. Depending on the electives chosen, units of competency may include use social media tools for collaboration and engagement, operate application software packages and administer network peripherals. Units 3 and 4 offer scored assessment and incorporate units such as create user documentation, implement and monitor environmentally sustainable work practices and provide IT advice to clients

Unit Advisor: Mr Dunn

1vDM1 - VET VCE Interactive Digital Media - Certificate II
Units 1 and 2
Full Year Course

Students complete this vocational qualification as part of their VCE or VCAL. Successful completion of this course will give students a nationally recognised Certificate II, as well as account for 2 units towards their VCE or VCAL. Some units completed in Certificate II account for units in Certificate III. The course aims to provide students with knowledge and skills in the production of multimedia and to enhance employment prospects. It provides an understanding of digital design and a variety of software and hardware in work related tasks.
Students develop skills that will assist them in the multimedia industry, such as: the creation and manipulation of 2D graphics and images; designing and creating webpages; and creating interactive sequences such as video or animation.

*Unit Advisor: Mr Dunn*

**3vDM1 - VET VCE Interactive Digital Media – Certificate III**  
**Units 3 and 4**  
**Full Year Course**  
Students gain this vocational qualification by completing Certificate II in year 11 and additional units during Units 3 and 4, as part of their VCE or VCAL. Successful completion of this course will give students a nationally recognised Certificate III, as well as account for 2 units towards their VCE or VCAL. This course aims to provide students with knowledge and skills in the production of multimedia and to enhance employment prospects. It furthers skills and knowledge acquired in Certificate II and provides a solid understanding of software such as Photoshop, Flash and Dreamweaver. It provides a solid understanding of the design process and skills needed in the multimedia industry. Certificate III contributes towards the ATAR where students undertake the VCAA assessment task and exam at the end of Unit 4.

*Unit Advisor: Mr Dunn*

**1vMU1 and 3vMU1 - VET VCE Certificate III - Music**  
Completion of Certificate III in Music prepares students for work in the music industry in areas such as performance, critical listening, music management and music promotions. Students need to complete Units 1 and 2: three compulsory subjects – 1. Implement copyright arrangement, 2. Work effectively in the music industry and 3. Follow occupational health and safety procedures PLUS five elective units. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist.

*Unit Advisor: Ms Verbyla*
VCAL Unit Descriptions

**VvL1 - Literacy**
The purpose of literacy curriculum selected for this strand is to enable the development of skills, knowledge and attitudes in literacy that allow progression in the main social contexts of family, employment, further learning and citizenship.

Literacy skills corresponding with these social contexts include literacy for self expression, practical purposes, knowledge and public debate.

Literacy includes reading, writing and oral communication skills

**VCAL - Numeracy (1mFM1 & 1mFM2 – Foundation maths or 1sES1 & 1sES2 – Environmental Science)**
Students can elect to study VCE Foundation Mathematics or VCE Environmental Science to satisfy the numeracy strand for VCAL. Numeracy is the ability to use mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel, and the underpinning skills and knowledge for further study in mathematics or related fields. Curriculum selected for numeracy in this strand should develop skills to facilitate the practical application of mathematics at home, work and in the community.

**VwW1 - Work Related Skills**
The purpose of this strand is to develop skills, knowledge and behaviours that enable pathways development of skills and personal attributes valued by employers.
At Daylesford Secondary College, students undertake VCAL work related skills units that are based on students working one day per week on work placement.

VCAL Work Related Skills units aim at developing skills, knowledge and attitudes necessary for employment. At Intermediate level, students are required to participate in career planning which includes research, accessing outside agencies, updating their resume and undergoing mock interviews. They must complete occupational health and safety training; attend work placement; document an on the job journal and present a Power Point presentation to an audience in response to their work placement.
They are expected to demonstrate attributes and skills such as motivation, enthusiasm, work ethic, reliability, punctuality, initiative, effective communication skills, problem-solving skills, organisational skills and the ability to work in teams.

In Year 11, students would complete two intermediate units. In Year 12 students complete the senior units. Assessment tasks at this level are negotiated between student and teacher based on the student’s individual work placement.

**VvPD1 - Personal Development Skills Strand**
VCAL Personal Development units aim to develop skills, knowledge and attitudes that lead toward building community and civic responsibility and improving self-confidence and self-esteem.
At Intermediate level, students are required to undertake voluntary work on a regular basis in school and community settings; maintain a journal; identify and implement occupational health and safety measures; use effective communication and listening skills; and give an oral presentation in response to their voluntary work placement.

**Short courses**
From time to time, opportunities may arise for students to undertake short courses as part of their personal development units, for example, First Aid Certificate.

**Projects**
Students will also have the opportunity to work on school-based and community projects depending on what is available. For example, students have worked on such projects as the Daylesford Skate Park and the “Small Day Out” and “Longest Lunch” events.

*Note: For a detailed description on VCAL Units please refer to our College Senior Learning Community Handbook.*