Focus on Senior School: Years 10-12
Mount Evelyn Christian School

MECS Vision
Seeking the Kingdom of God in Education

Our Mission
We provide Parent-governed, Christ-centred schooling with learning experiences that challenge each student to actively live for God in His world, while partnering with Christian parents in the nurture of their children at a price affordable to those who are committed.
Mount Evelyn Christian School (MECS) comprises 4 sections, all on the one campus: Kindergarten, Primary school (Prep-Year 6), Middle school (Years 7-9) and Senior school (Years 10-12). The core vision and mission of MECS remains constant throughout the entire school – you can read about that in the ‘Focus on MECS’ document, however each section also has its own vision, culture and structure to reflect the different ages of the students.

This booklet focuses solely on the Senior School, Years 10-12. This is an exciting stage of life as the students continue the transition from childhood to adulthood, and begin to consider their future beyond formal schooling. The MECS Senior school staff are committed to preparing the Year 10 students for the rigours of VCE, and then supporting the students through the demands of the VCE years.

The culture of the Senior school is more adult - students are given more responsibility for their own learning and greater freedom in certain areas. Staff guide them in their decisions, encouraging them to make good life choices. The Senior School provides students with a sense of belonging and recognises that each person is wonderfully created by God, each with individual and unique gifts that are valuable, worthy of development and specifically given by God.

MECS Senior School meets the educational demands of society from a distinctively Christian perspective, and more importantly lead students towards a deeper religious insight of their calling in God’s world.

MECS recognises that “one size – fits all” approach to schooling in the senior secondary years does not work. The Mount Evelyn Campus (Senior School) with its focus on VCE provides opportunities for students with academic and artistic gifts to develop and flourish. Ranges TEC (see page 30 for more information) with its focus on applied learning provides opportunities for students gifted in manual and technical gifts to grow and flourish. Both contexts seek to provide an educational community striving to be faithful to God in all areas.

Given the emphasis on formal qualifications in our society, the Senior School values and recognises its responsibility to ensure students – according to their gifts and vocational aspirations – attain their Victorian Certificate of Education (VCE), complying with the Victorian Curriculum and Assessment Authority (VCAA) requirements.

The Senior School program provides a range of valuable and rewarding subjects and units of study, in the humanities, arts, performing arts, social sciences, sciences, and a wide range of vocational subjects. Our students have access to a wide range of subjects and are able to fully meet all prerequisites for entry to tertiary faculties or institutions.

We hope that as you read through this booklet you will get a sense of our attitude toward the senior school years - of our understanding of the demands of VCE, and how we recognise that there is more in life to learn than academics. We hope you get a taste of how we view each child as valuable and wonderfully created and that our goal is to assist each of them in reaching their God-given potential and preparing them for a life of discipleship and work in God’s kingdom.

A Unique Perspective

What is unique about the Senior School?

MECS Senior School provides curriculum, teachers and a learning environment that recognises Christ as Lord of all of life. We are committed to ensuring that all learning is related to our Christian faith, continuing the Christian educational vision that shapes the primary and middle school levels of MECS.

MECS’ distinctiveness as a Christian school is found in the perspective from which we source our teaching.

MECS is not unusual in having a religious perspective. All schools reflect, in their teaching and learning, a fundamental commitment either to God or to a god-substitute, something within creation that is elevated to a place of idolatry instead of God.
In preparing students for further education we seek to prepare and equip our students for learning and living in secular (educational) environments. We strive to enable our students to become aware of, and expose, the idolatry of the different perspectives with which they will be confronted in tertiary institutions or in the workforce. Such an approach provides students with an in-depth understanding and insight into the way in which their studies fit together, and provides an excellent preparation for them in their tertiary education and work life choices.

About the Senior School

Each Senior School subject is developed from a biblical perspective and encourages the students to answer the question of how God calls us to respond to the subject matter. Teachers work on developing perspectival, biblically informed insights into their subject area. Whilst stretching students academically and facilitating educational approaches that maximise VCE results is an important goal, Christian senior school education needs a broader outlook that guides students to discern, critique and think about the world from a biblical understanding of life.

The most important question is ultimately, ‘Are our students being equipped for a life of service as disciples in God’s kingdom - as employees or tertiary students, as parents or as active citizens in the broader community?’

Graduates from our Senior school have entered many different tertiary institutions, undertaking a wide range of courses including accounting, agriculture, architecture, the arts, business and commerce, computing, engineering, horticulture, the humanities, medicine, nursing, science, social work and teaching.

These students have found that our Senior School has provided excellent preparation in terms of both the academic standard of tertiary study and the degree of personal responsibility and motivation expected of students. A significant number have gained and are working towards doctorate degrees. Other students have left either at the end of Year 11 or 12 to train and serve as nurses, ministers, mechanics, retail managers, carpenters, builders and journalists, amongst many other vocations. A number have gone on to become ‘Apprentice of the Year’.

All of these successes reflect the quality and excellence of the education these students have received at Mount Evelyn Christian School. Yet they also reflect the prayerful support of the families these students come from, their faithful service, and the rich and wonderful blessings of God who makes all this possible.

Careers Services

Mount Evelyn Christian School offers a wide range of career support for students in Years 10-12. Some of these services include:

- Individual career counselling for all Senior School students. This may include consultations with parents both during and outside school hours.
- The opportunity to explore and clarify questions surrounding appropriate subject choices, study skills and achievable long and short term goals, so that they can make informed career development decisions.
- Year 10 ‘Transition Week’: students learn how to prepare resumes, develop interview skills, research the current job market, find out about pathways and qualifications needed for various occupations, hear from guest speakers employed in a range of professions and visit tertiary institutions.
- Individual personality and career profiling, including a half hour counselling session for all Year 10 students.
- Work experience program for Year 10 and 11 students. MECS encourages all students to undertake two work experience placements before commencing Year 12.
- Individual counselling and information sessions for all Year 12 students in post-school options such as tertiary study, employment and assistance with applications.
- A fortnightly Careers Newsletter that includes tips and strategies for achieving study and job related goals, Open Day dates for all Victorian tertiary providers, updates from tertiary institutions and notices regarding career development activities and seminars.

Students are able to access a wide range of resources from the Careers Room, including University and TAFE course guides, pamphlets on a wide range of careers, DVDs, useful websites, the Job Guide, VTAC publications, Gap Year options, scholarship information and more.
Compulsory Perspective Subjects

Why Compulsory Subjects?
The range of subjects offered for Year 11 and Year 12 is designed to facilitate several outcomes. MECS aims to provide a Senior School program which will not only result in success at the end of the VCE but will also enable students to serve God faithfully in the whole of their lives. To this end, there are **compulsory** subjects (apart from VCE English or VCE Literature) that students are called to undertake in their VCE years.

Biblically Based Tradition
MECS has a strong tradition of guiding the development of a biblically informed and ‘worldview framed’ understanding of life and learning. This is significantly developed with our students through the compulsory perspectival subjects. These subjects offer rich opportunities to explore Christian perspectives. This is not to suggest that our other subjects are perspectively neutral, since we seek to teach all parts of the curriculum from a Christian perspective.

These subjects also prepare students for the many challenges of post-schooling life.

Year 10, 11 and 12 – Compulsory Perspective Subjects
Year 10 students are required to satisfactorily complete a unit of Worldviews in Semester 1 and a unit of Developmental Psychology in Semester 2, as compulsory subjects for their Year 10 Certificate.

The compulsory studies for Year 11 students are Texts and Traditions Unit 2 or Religion and Society Unit 2.

The compulsory studies for all Year 12 students is Philosophy of Ideas (POI) which is a less rigorous, non-VCE subject.

The content of these subjects is detailed further on in this booklet.

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Senior School Staff

The Senior School is staffed by experienced teachers who teach almost exclusively in the Senior School. Our teachers are highly qualified both in terms of teaching experience and academic qualifications. They are specialists in senior secondary education and well acquainted with senior secondary curricula. Our teachers have knowledge and insight into the needs of students at this level.

**Mr Cliff Blowers** (B Th, Grad Dip Ed, M Rel Stds, M Ed [NICE]) is the Senior School Coordinator and teaches Year 10 Core Studies.

**Mrs Breana Boutilier** (B Arts [Literature and Visual Arts]/ B Ed [Sec], Ad Dip Bus [Advertising]) teaches Art and Visual Communication.

**Mrs Connie Dekter** (B Ed) is the Senior School Education Support Assistant and Learning Assistant.

**Dr Roger Fernando** (B Sc [Hons], Grad Dip Ed, M Ed, Ph D) is the VCE and VTAC Coordinator and teaches Biology, Chemistry, Year 10 Maths and Science.

**Mr Luke Knoll** (B Ed [PE]), teaches Health and Biology.

**Mrs Marlene Magee** (B Ed, Grad Cert Teaching of Shakespeare) teaches English and Drama.

**Mrs Jenny Park** (B Sci, Dip Ed, Grad Dip [Outdoor Ed], Grad Dip [Sec Stds]) teaches all areas of Mathematics.

**Ms Sharon Payze** (B Ec, Grad Dip Ed, Grad Dip [Accounting], M Ed [NICE]) is the Year 11 Coordinator and teaches Philosophy of Ideas, Religion & Society and Year 10 Core Studies.

**Mr Adam Radke** (BA [Hons]) Grad Dip Ed) teaches Year 10 Core Studies, Business Management and Legal Studies.

**Mr Paul Scott** (B Eng [Hons], Grad Dip Ed) teaches Maths, Physics and Science.

**Mrs Emma Tresidder** (B [Sport & Outdoor Rec], B Ed [Sec]) teaches English and Physical Education.

**Mrs Jodi Williams** (BA, B Sc, M Ed [NICE]) teaches Psychology.

**Mr Colin Youl** (BA [Hons], B Th, Grad Dip Ed, M Ed [NICE]) teaches Year 10 Koori Studies and Warlpiri, English, History, and Texts and Traditions.

**Mrs Amelia Koole** (BA [majors English and Fine Arts]), Grad Dip Ed, Grad Dip Christian Ed, Cert IV in Training, Assessment and Education, Grad Cert in Career Development. Amelia is the Careers Coordinator and VET Coordinator.

**Mrs Rosalie Cowan** is the Senior School Secretary.
Year 10 at MECS is seen as a transitional year as students move from middle school to senior school education. The students experience a change of location and social environment by moving into the Senior School. They have interaction with other students and staff in the Senior School through devotion groups, sport, study and social activities which is a different structure from the Middle School.

A more adult atmosphere exists in the Senior School. Students work with a team of teachers in an increasingly subject oriented learning environment. The importance of leading and supporting students to live out their faith in response to issues and life choices is consistently maintained.

The Senior School has different expectations of students. There is an increased emphasis on independent and home study and an increasing focus on analytical and theoretical discussion. In the transition, there is a need to lead students to a fuller awareness of the varied assessment modes employed in senior secondary work.

Being in Senior School means many adjustments and new ideas to work with. It means taking on new subjects and coming to terms with some new ideas. The Worldviews class is an example: students explore the different ways in which people see the world. They are encouraged to identify their own worldview and also to challenge it. This key course endeavours to help students understand the perspective or outlook (which has a religious foundation) that all people have when they view their world. The Year 10 curriculum is developed around life choices and a consideration of the challenges that Year 10s face at this stage of their life.

The Year 10 student body is divided into classes, with a home teacher taking each of the Year 10 class load including English and the curriculum areas of Worldviews, Life Management, Developmental Psychology and Australian History. The home teacher also takes on the pastoral oversight of the students in their Year 10 class.

Year 10 students are gradually exposed to the use of ‘study periods’ where they are encouraged to complete school work in the Study Centre. This further prepares them for the challenge of VCE study.

Semester one – 2 study periods
Semester two – 2, 4 or 5, one of Art, History or Science becomes optional.

To better prepare our Year 10 students for the Victorian Certificate of Education (VCE), students are given a choice of one VCE unit from a selection of VCE and Vocational Education Training (VET) courses, including Dance, Drama, Music Performance, Outdoor and Environmental Studies and Studio Arts, all at Unit 1 and 2 level. Participation in these units allows Year 10 students a real opportunity to experience the demands of VCE. The VET courses on offer are listed in the VET section.

In Year 10 there are three pivotal ‘out of school’ experiences:

- the Centre Trip (explained below)
- Transition Education Week, and
- two weeks of work experience.

Year 10 is a time when many students are asking important questions about who they are; who they want to be; and what they want to do. The features of this stage of development...
must be recognised in the curriculum. It seems that one of the most significant outcomes of the Centre Trip and of Work Experience is a new self-awareness and responsibility for one’s own actions. The Year 10 Transition Week in June serves as a week of information about pathways and options which may be followed after completing Year 10.

Year 10 Subject Information
Year 10 subject selection at MECS is designed to give students a well-rounded final year of their compulsory education. However, since Year 10 is also the final year of schooling before the VCE, students are given the opportunity to complete a subject that results in credit towards their VCE certificate.

Ranges TEC (see pages 30-31) provides Year 10 students with a vocationally (VCAL) directed program as an alternative to VCE.

Overall Assessment for Year 10
To complete the Year 10 Certificate, each student must satisfactorily complete a minimum of eight units over the year.

These units must include:
Two units of English;
One unit of Worldviews, and
Five other units from the Year 10 subjects (as listed on the following pages).

Centre Trip Camp
A highlight of the MECS integrated camps program is the annual Year 10 trip to the Yuendumu aboriginal settlement in Central Australia, where students experience in a practical way the culture and language of Australia’s original inhabitants, alongside the wonders of creation in the Red Centre. Living together as a community for 18 days and being confronted by the ‘third world’ living conditions means that the trip is invariably a growing experience for all students.

As an integral part of the preparation for this trip, and as a part of understanding their culture, students are taught Warlpiri, the language spoken by the aboriginal people of Yuendumu. In addition, the science program focuses on desert biology and geology and the art program looks at aboriginal desert art.

Each year we spend several days in Yuendumu sharing and forming relationships with the people in the town, largely through making friends with the children and entering into the activities that they are involved in. MECS has been involved with Yuendumu for more than 30 years and has built a strong relationship with the school at Yuendumu.
Year 10 Subjects

Aboriginal Studies 1 unit Sem 2 (4 periods)
Art 1 unit (over the whole year) Sem 1 (2 periods) & Sem 2 (2 periods)
Australian History 1 unit Sem 2 (4 periods)
Developmental Psychology 1 unit Sem 2 (5 periods)
English 2 units Sem 1 (5 periods) & Sem 2 (5 periods)
Koori (Warlpiri) Studies 1 unit Sem 1 (4 periods)
Life Management 1 unit Sem 1 (2 periods)
Mathematics 2 units Sem 1 (5 periods) & Sem 2 (5 periods)
(Foundational, General or Methods)
Physical Education/Sport 1 unit (over the whole year) Sem 1 (4 periods) & Sem 2 (4 periods)
Science 2 units Sem 1 (5 periods) & Sem 2 (5 periods)
VCE Option 2 units Sem 1 (5 periods) & Sem 2 (5 periods)
Worldviews 1 unit Sem 1 (5 periods)
Aboriginal Studies
As a continuation of the Centre Trip students investigate the life experiences and beliefs of Aboriginal people. Students research and consider personal experiences of members of The Stolen Generation; study the early history of white settlement; and investigate belief systems concerning the Dreaming and Christianity.

Art
In Art Appreciation, the students study the question of “What is art?” from a Christian perspective, as well as investigating the diversity of art. Students research the artworks of Australian artists, contrast different portraits of land and are required to do a series of short written assignments on these topics.

In Art Production, students make weekly entries in their Design Journal to explore their ideas, develop drawing skills, record findings and write reflections on their learning experience. Students create a folio of major and minor art works. The major works include a personal symbol system; a Wolseley project and a Centre Trip project. The minor works include class exercises and homework tasks.

Australian History
In this course we look at the latter part of the 20th Century, including World War II, the rights and freedom of the Australian citizens and then a look at the popular culture in Australia over the last 70 years.

We look at the division and unity within Australian history from a Christian perspective and explore Australia’s shift from depending on Britain and membership of the British Empire and Commonwealth to being involved in alliances with the USA, and then how Australia increasingly came to see itself as belonging in Asia as the century passed.

Developmental Psychology
In studying stages of life it becomes evident that there is an order to the pattern of development, which is present regardless of where one is born. Yet there is also a rich diversity of ways in which different cultures express this order in their own context. What is the source of this order that allows for such unity and yet diversity? Does it rest on past experience? Or is it a reflection of God’s faithfulness to His creation?

The aim of this course is to provide students with a general introduction to developmental psychology as a field of study, as well as become familiar with a number of psychological theories about human development. Further to this, the course will enable students to explore the worldview and religious roots and orientations of psychological theories, practices and treatment.

A worldview is the product of the interaction between faith and experience. Both of these have developmental aspects and both dimensions can be explored in tracing the stages of life and the decisions that are typical of each stage. Conception, birth, infancy, childhood, adolescence, adulthood, old age, and death are considered during this course.

English
We continue at Year 10 level the practice of the middle school where the contribution of specialist teachers integrates with the thematic curriculum. For English, this can mean that the texts studied, and themes explored in writing, are chosen in consultation with the class teacher to complement the Worldviews, Developmental Psychology and Koori Studies (General Studies) program. The English teacher will also provide support for specific general studies tasks in terms of particular language skills.

In VCE the students will, across the range of the more academic curriculum, face increased demands on their language skills. At Year 10 therefore, we provide a continuous program of disciplined English work intended to make students conscious of their need for skilled work in the use of language, to sharpen those skills, and to enable them to work with language in a creative and sophisticated manner.

Throughout the year, work includes: essay analysis, construction and writing; class study of at least three texts; a wide reading program; reading comprehension; speech making and reading aloud; skills work, including summarising, note taking; formal language requirements, including punctuation and grammar.

Koori (Warlpiri) Studies
The Warlpiri language includes all linguistic and grammatical features likely to be encountered in the study of languages, and is viewed by some authorities as a useful subject for study. We aim to introduce the students to a number of quite difficult grammatical features, and develop their spoken Warlpiri.

The study includes the Dative and Ergative cases, (in which a suffix is added to the subject of sentences using transitive verbs). This involves some analysis of English. As the students have contact with Warlpiri people during the year, a component of the course deals with Warlpiri culture. After the Centre Trip, Koori deals with aspects of early contact with white culture, as well as ongoing issues for Aboriginal people and ourselves.
Topics covered include:

- Aboriginal religion and The Dreaming
- Initiation and rites of passage
- Warlpiri art
- The subsection system (previously introduced but given greater emphasis)
- Land rights and ownership.

Skills developed include systematic study, memorisation and use of a non-English language. Listening, hearing and attempting unusual sounds all form part of this.

Students’ progress is monitored in class by means of written and oral exercises, as well as by more formal tests for which a time is usually announced and students advised to prepare for testing of certain aspects of the language.

**Life Management**

The Life Management course aims to equip students with essential skills for their teenage and young adult years. It aims to promote a healthy approach to the students’ experiences in and out of school by prioritising their use of time, their relationships and the decisions that impact on their lives. The specific areas covered are: time management; goal setting; exam preparation and study techniques; relationships and drug and alcohol education.

**Mathematics**

Generally a student’s Year 9 results determine which Maths level they undertake at Year 10 level, although consideration is also given to student applications made to the Maths Coordinator. The 3 levels of Maths are:

- Foundation Mathematics
- General Mathematics
- Mathematical Methods

The Year 10 Mathematics courses each consist of six modules; each module involves the completion of skills practice and applications work.

1. **Skills Practice**

   Students are expected to work consistently in class and at home to complete exercises related to the unit topics.

2. **Applications**

   Students are given a number of problems or exercises which go beyond the standard exercise, designed to develop problem-solving strategies and the application of maths to practical situations, some of which require data collection.

   Students’ understanding is assessed mainly through tests and assignments. Class work and homework will be checked regularly.

**Physical Education**

Much of the emphasis of the Physical Education program is associated with the development of awareness of the components of physical fitness and the strategies for its acquisition and maintenance. At the Year 10 level students reflect on these areas of development from a personal values viewpoint and are guided to show independence in the maintenance of their own physical well-being and challenged to broaden their recreational bases.

**Science**

The Year 10 Science program consists of six modules.

**Module 1: What is this thing called science?**

Module 1 investigates the nature and place of science in our world. It gives a Christian perspective on science including an understanding of the scientific method and its assumptions, and the value attributed to scientific truth.

**Module 2: Desert Biology and Geology**

This module investigates the elementary geology; desert biology; basic plant and animal adaptations to living in the desert; photosynthesis and cellular respiration.

**Module 3: Chemistry – Structure and Reactions**

This module investigates kinetic molecular theory of gases, basic atomic theory, chemical bonding, and chemical equations. Also investigated are the rates of chemical reactions and the factors which affect these rates.

**Module 4: Genetics – Birth, Gender and Life**

This module is the scientific study of human growth and development including reproduction, sexuality, basic genetics including single factor and sex linked inheritance.

**Module 5: Physics – Kinematics**

(usually taken by the Year 10 Maths Methods and General Maths classes)

This module is the study of motion, including the study and interpretation of graphs, (distance-time, velocity-time), acceleration, equations of motion and their application. The
basis of Newton's second law of motion is also investigated.

Module 6: Physics – Magnets: Sticky Metals
(usually taken by the Year 10 Foundational Maths classes)

This module is a practical based study of magnetism. It involves a study of the theoretical models used to explain magnetism and the benefits of magnetism in our lives.

Practical Work
The focus of practical work is to supply raw data for the theory component. The ability to present data in graphical and tabular form is emphasised as well as the interpretation of such data. Practical reports always include the use of appropriate scientific terminology. Students are tested on the use and spelling of these words.

Worldviews
This subject provides a framework for understanding and analysing worldviews which is developed as the year progresses in more in-depth studies. The fundamentally religious origin and character of worldview beliefs is explored. The MECS Educational creed states “that human life in its entirety is religion, unfolding itself as service of the one true God or of a God substitute”.

Using a series of questions such as: What is the nature and purpose of human life? What is ultimately wrong with the world? Who, or what will fix the problem? it becomes possible to identify the central features of various worldviews and thus provides a basis for comparison and contrast. At the same time, students become familiar with the analytical tools that are helpful in such procedure. This moves them beyond description and into evaluation.

The unit investigates contemporary secular western worldview beliefs, such as materialism, humanism, post modernism and raises the question as to whether there is a particularly Australian worldview. This investigation is conducted through exploring films such as Legally Blonde, Seven Years in Tibet, The Castle and Kenny.

Year 10 VCE Optional Subjects

Students may choose to complete an optional VCE subject in Year 10.

The subjects offered are at VCE Unit 1 and Unit 2 levels (Year 11). These subjects can fall into two different categories, either VCE subjects (descriptions following) or VCE VET subjects (see pages 10-12 for further information). For each of the VCE VET Options in Semester 1 and Semester 2 students must choose one of the subjects that may be counted towards the VCE. The Vocational Education and Training subjects (VCE VET) have dual recognition in both the VCE and as part of TAFE certificates.

Music Performance

Unit 1
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to build their musicianship knowledge and skills. They also devise an original composition or improvisation.

Unit 2
In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.
**Year 10**

**VCE Vocational Education Training (VET)**

VCE VET courses are designed by key national industry groups to cover basic competencies and knowledge needed to be a productive worker in those sectors. These courses are recognised nationally by employers. The course work is usually ‘hands on’ and assessment is based on the performance of tasks. VCE VET programs contribute to a student’s VCE in the same way as any other subjects, by contributing one to four units of study.

Some of the VCE VET Course have scored assessment (at Unit 3 and 4 level) which contributes to a student’s ATAR score.

**Where and when are VCE VET Courses held?**

In the VCE VET program, students can undertake a training certificate across a wide range of vocations by accessing TAFE or school clusters in the Lilydale-Monbulk area or Ranges TEC. Most students in these programs are ‘out of school’ for one day per week, usually Wednesdays between 11.00 am to 5.00 pm.

**How do you choose a VCE VET Course?**

Following the Year 10 Information Evening, students register an ‘Expression of Interest’ (see VCE VET selection sheet - appendix). Once the Cluster Coordinators have determined which VET courses can be formally offered, a confirmation of these courses and places are given to students and the final selection is confirmed in mid-late October.

**What are the VCE VET Courses that are being offered?**

Ranges TEC, as part of MECS, offers six courses: Building, Engineering, Kitchen Operations, Rural Operations, Electrotechnology and Furniture Making. Ranges TEC courses are conducted from 11.30 am to 5.30 pm on Wednesdays. (See rangestec.vic.edu.au/courses/vet for more details).

All other courses are offered through Yarra Valley VET Cluster schools and may change from year to year.

Further information can be found at www.yvvc.org.au or Box Hill TAFE.

**Where to get help about choosing a VCE VET Course?**

Advice about choosing and past experience of the quality of the VET Courses can be obtained from the VET Coordinator; talking to students who are doing the course and reading brochures online.


**What costs are involved in the VET courses?**

*This information is correct for 2014 but is subject to change for future years. Updated information is given at the Year 10 Parent Information Evening in August each year.*

All VCE VET courses attract a $250 surcharge, payable to MECS, which goes towards the tuition fee. MECS pays the rest of the tuition fee up to $1000. If the course costs more than $1000, parents will be charged the difference.

Most courses also charge a materials fee *in addition to* the tuition fee. This fee varies in price. In 2014 prices ranged from $100 to $785. This fee is payable to the host school.

Information regarding fees for 2015 can be obtained from the VET coordinator at, and after, the Year 10 Parent Information Evening.

**How will my child get to their VCE VET course?**

Travel arrangements to and from the VCE VET course are the responsibility of the parents. Many families arrange for their children to catch public transport beginning with a bus from York Road at the bus stop nearest to MECS. Parents can often car pool.

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**Optional VCE VET Certificates**

- Cert II Acting Film and TV – Lilydale High School
- Cert II Animal Studies – Lilydale High School
- Cert II Applied Fashion and Design – Donvale CC
- Cert II Automotive Technology – Yarra Hills Secondary College
- Cert II Building & Construction – Ranges TEC
- Cert II Business - Lilydale Heights SC
- Cert III Carbon Management - Mt Lilydale Mercy College
- Cert III Children’s Services – Box Hill TAFE
- Cert II Community Services – Box Hill TAFE
- Cert II Electrotechnology – Ranges TEC
- Cert II Engineering – Ranges TEC
- Cert II Equine Industry – Box Hill TAFE
- Cert II Furniture Making – Ranges TEC
- Cert II Hairdressing – Healesville Living & Learning Centre
- Cert II Horticulture/Rural Ops – Ranges TEC
- Cert II/III Hospitality (Kitchen Ops) – Ranges TEC
- Cert II/III Information Technology – Lilydale Heights Secondary College
- Cert II Interactive Digital Media – Mt Lilydale Mercy College
- Cert II Make-Up & Skin Care – Healesville Living & Learning Centre
- Cert III Music (Technical Production) – Lilydale Heights Secondary College

*Extra tuition fee applies

* A number of the VCE VET programs (at Unit 3 & 4 level) have a study score available and this contributes to the student’s ATAR score. See pages 11-12 for VET Course Descriptions.
VCE VET Certificate Descriptions

Certificate II – Acting (Film and TV)
The general purpose of this certificate is to provide the skills, knowledge and attitudes for training in acting for film and television. This training is designed for students with strong intentions for pursuing acting as a career and will provide the skills and knowledge in a broad range of intermediate acting tasks relating to film and television. The course will provide the fundamental information for entry into the industry. Many of the skills and knowledge attained are transferable to related arts industries.

Certificate II – Animal Studies
This course’s aim is to provide participants with entry level skills for the Animal Industry. Participants can learn about animal nutrition, animal behavior, animal first aid and animal care in this hands-on course that could help further your career in the animal industry.

Certificate II - Applied Fashion and Design
This course aims to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the clothing or clothing related industries. It also aims to enable participants to gain a recognised credential and make a more informed choice of vocation and career paths.

Certificate II – Automotive Technology
This certificate is a pre-employment program designed to introduce students to automotive theory and culture. It provides students with the knowledge and skills to assist them in gaining employment in the automotive repair, service and retail sectors. Within the course structure, a student may develop specialisation in industry specific knowledge streams which relate to a variety of occupations in the automotive industry; eg. Auto Electrician, Mechanic, Spare Parts and Retail.

Certificate II – Building and Construction (Carpentry)
This certificate aims to provide participants with knowledge and skill development to enhance their employment prospects within the building and construction industry. It will also enable participants to gain credit towards a nationally recognised credential and to make a more informed choice of vocational and career paths. A student who successfully completes this certificate will find employment opportunities in apprenticeship in the field of Building and Construction.

Certificate II - Business
The general purpose of this program is to provide students with the skills, knowledge and attitudes for training in office administration. This training will provide the skills and knowledge in a broad range of basic office related tasks and provide the foundation to enter the industry at entry level. Many of the skills and knowledge attained are transferable to other industries.

Certificate III - Carbon Management
This course provides an introduction to green skills needed to identify and capture energy efficient improvements and reduces carbon emissions from organisational operations. It also provides students with pathways and/or work opportunities in the emerging Green Skills Industry. It will also develop skills in students that enable them to contribute to and carry out local implementation of a whole of organisation Carbon Reduction Strategy.

Certificate III – Children’s Service
This course will provide students with the ability to work as a Level III childcare worker in a variety of early childhood settings and out-of-school hours programs. Learn how to care and interact effectively with children, provide food and respond to illnesses and accidents. Students will learn how to foster and support the emotional well being of infants and oversee their physical, social and psychological development. Students will also learn how to provide administration support in a child care facility, and provide a safe and healthy working environment.

Certificate II – Community Services
This course is an introduction to the community services industry. Students complete a set of core modules which form a framework for community services work. They also choose a set of electives from either the Community Services Stream or the Children's Services Stream.

Certificate II – Electrotechnology
At Ranges TEC it is proposed that students will be able to complete an entry-level course in Electrotechnology. Students will acquire skills and knowledge in workplace communication, occupational health and safety, quality procedures systems and planning, plus some industry specific skills in a range of electrotechnology areas.

Certificate II – Engineering
This certificate is aimed at providing students with the opportunity to gain basic training in the four main areas of engineering: mechanical, production, fabrication and electrical. This is a means to enhance students’ prospects for employment as jobs become available and enable them to make better informed choices relating to their future careers.

Certificate II – Equine Studies
This certificate is designed to enable students to gain a basic knowledge of the equine industry, to develop a core of skills, knowledge, attitudes and values which can be adapted and developed within a horse stable environment. Students
will also develop skills that are necessary to ensure that effective interpersonal work relationships are established and maintained.

Certificate II – Furniture Making
At Ranges TEC students can undertake a pre-apprenticeship course in Furniture and Cabinet Making. This is a nationally recognised course that provides students with hands-on experience working on furniture and cabinet making projects and exposes students to a range of specialisations in the area.

Certificate II – Hairdressing
This course aims to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the hairdressing or hairdressing related industries. Skills include cutting, colouring and perming hair and learning to supervise and manage a hairdressing salon.

Certificate II – Horticulture/Rural Ops
At Ranges TEC you can complete a Certificate II pre-apprenticeship course in Horticulture/Rural Operations. This program offers a range of further training pathways including, but not limited to, Certificate III in Agriculture, Certificate III in Horticulture, Certificate III in Landscaping.

Students undertaking this program will spend at least one day per week working on projects at the Ranges TEC Community Farm located in Monbulk. This qualification is offered under auspice with Independent Schools Victoria.

This certificate is designed to provide students with skills, knowledge and experience in the landscaping, horticulture and nursery industries.

Certificate II – Hospitality (Kitchen Ops)
This certificate II in Hospitality (Operations) is designed to introduce students to a variety of career pathways such as traineeships and apprenticeships in the hospitality industry, eg. Chef, waiter etc. Certificate III in Hospitality (Food and Beverage) is designed to develop the skills necessary to further develop an understanding and competence in the service and areas of the hospitality industry. VCE VET Units 3 and 4 also contributes towards this certificate.

Certificate II – Information Technology
The general purpose of this certificate is to provide students with the skills, knowledge and attitudes for training in the Information Technology industry. The course is designed for students who wish to improve their skills in the use of software, networking and computer maintenance. Students will have the opportunity to create and use technical documentation and are exposed to new and emerging technologies.

Certificate II – Interactive Digital Media
The general purpose of these certificates is to provide the skills, knowledge and attitudes for training in multimedia, such as 2D and 3D animation. This training will cover a broad range of basic media related tasks and provides the foundation to engage the industry at entry level. Its overall purpose is to introduce a structured entry level training system in the media industry and enable people not otherwise accommodated by the present training system entry to this field. Many of the skills and knowledge attained are transferable to other industries.

Certificate II – Make-Up & Skin Care
This qualification will support students to gain an understanding of communicating in the workplace, interacting with customers, demonstrating and selling make-up and retail skin care products, and performing routine salon or store functions under supervision. This qualification will provide students with an introduction to the beauty industry. Students will be encouraged to pursue further studies within the personal service industry.

Certificate III – Music (Technical Production)
The general purpose of this certificate is to provide the skills, knowledge and attitudes for training in the music industry. This training covers a broad range of basic music related tasks and provides a foundation to engage the industry at entry level. Many of the skills and knowledge attained are transferable to other industries.
Introduction to the VCE Program

The VCE program for years 11 and 12 recognises the need for students to obtain qualifications to pursue their life choices, and is structured to help achieve this. Students are counselled about the subjects they should study, and assisted in making choices consistent with their abilities and career goals. Students are given non-timetabled blocks of time (study blocks) to carry out research and private study. This leads to well-disciplined students who are better equipped to cope with the less structured atmosphere of a tertiary institution. MECS is pleased with the results obtained by its students in the VCE, and is also happy to see these students perform well at the tertiary level.

In Victoria, VCE results are a big deal for schools. Private schools, in particular, can gain or lose students depending on their results. Figures that measure the average Australian Tertiary Entrance Rank (ATAR) and the percentage of students with ATARs above 90 are considered crucial. These figures appear on the websites of many prestigious schools and parents appear to be convinced that a school that produces excellent academic results must be a “good” school. Like any form of reductionism, ATAR results do not tell us everything about a school nor do they tell us everything about the student who gains a high ATAR.

While at MECS we consider good ATAR results important, they are not the only measure of schooling success. We are equally concerned about how well our young people fit into their community, how well they would perform in a work place, what sort of partners they will be to a future spouse and a host of other roles. In short, how they are prepared for a full-time tertiary level. Leads to well-disciplined students who are better equipped to cope with the less structured atmosphere of a tertiary institution. MECS is pleased with the results obtained by its students in the VCE, and is also happy to see these students perform well at the tertiary level.

For some time now, we have worked towards - and gained - a really strong learning culture in the VCE years. This culture is nurtured right throughout the senior school but is boosted by a wonderfully organised Year 12 Camp, excellent attendance at VCE practice exams and the strong leadership shown by our Year 12 coordinator. Good VCE results have their genesis in the home and are nurtured by every single member of a school’s staff. The gaining of “good” results is not simply the domain of the Senior School staff but rather they belong to the whole school community.

We continue to maintain our ‘open’ enrolment policy for those who would seek to study for their VCE irrespective of their academic ability. Given this policy, MECS will continue to carry the “cost” of lower average ATAR results if we are serious about a radical Christian education where each child is given the opportunity to undertake VCE. The VCE has been designed for all students not just for those who are seeking tertiary entry. Thus, students who are simply seeking the VCE certificate often don’t worry about the ATAR because their vocational path does not require this.

We as Senior School staff continue to work at building an environment that promotes a rigorous approach to the VCE which is seen as being part of a student’s whole hearted worship of God. We also pursue an approach to education which seeks to help each student to do his or her best without “spoon feeding”. Thus, continued success at tertiary level tends to be the norm for MECS students.

Following are the 2013 VCE ATAR results for our students. Victorian Curriculum and Assessment Authority regulations forbid the use of individual student’s results for marketing purposes and so these cannot be divulged. However, I can give you the following information. We had 41 students enrolled full time in the 2013 VCE 3/4 program. All of the 41 VCE students satisfactorily gained their VCE certificate. The students’ ATAR (a score ranging from 0.00 to 99.95) scores ranged from 98.5 as the highest to 29.75 as the lowest. The average ATAR was 72.2 and this was the highest average ATAR that our students have achieved over the past decade. ATAR results reflect the percentage rank of a student in the current VCE year. For example, the student with an ATAR of 95.25 has performed better than 95.25% of all of the students who attempted their VCE this year in the State.

Dr Roger Fernando
VCE Coordinator

Table 2: Analysis of 2013 MECS Student ATAR Data

<table>
<thead>
<tr>
<th>ATAR Range</th>
<th>2013 Number of Students (%)</th>
<th>2012 Number of Students (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 – 9.95</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>9.95 – 19.95</td>
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</tr>
<tr>
<td>19.95 – 29.95</td>
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<td>0%</td>
</tr>
<tr>
<td>29.95 – 39.95</td>
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<tr>
<td>39.95 – 49.95</td>
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<td>7.9%</td>
</tr>
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<td>49.95 – 59.95</td>
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</tr>
<tr>
<td>89.95 – 99.95</td>
<td>12.2%</td>
<td>18.4%</td>
</tr>
</tbody>
</table>
Introduction to Year 11

Year 11 is for many students the real beginning to VCE and as such is a real step up in their educational journey. There has been a large amount of work by many teachers right through the school to help each student to this stage. The fact that the students have been in the Senior School for the whole of Year 10 means they have adapted to the campus and have got to know the teachers they will see in their VCE classes. This helps to create a smooth transition into the VCE years.

One method used to help the incoming Year 11 student is to have what is known as an ‘Orientation to Year 11’ week at the end of their Year 10 classes. In the first week in December the prospective Year 11 students come for a week to start the classes they have chosen for the next year. This allows students to have a good idea of the nature of the subjects they have chosen. The teacher is also able to guide students as to what would be good to complete before returning in the following year. This means that in the new year the classes can be up and running very quickly and with a sense of purpose that has already been set.

One of the real pleasures in Year 11 is the Formal. This takes place towards the end of the year and is now a fixture on our calendar. The students prepare for this through the third term with weekly dance lessons. The result is a night where these skills go on display at Karralika theatre with parents and friends together for an evening around a meal. Each student prepares a short speech for the night and this for many has been the highlight of the night as we have seen the maturing process involved over the years for these students.

Cliff Blowers
SS Coordinator
Victorian Certificate of Education (VCE)

Satisfactory completion of the VCE

The Victorian Curriculum and Assessment Authority (VCAA) have provided the following guidelines for the satisfactory completion of the VCE.

Students need to satisfactorily complete a minimum of 16 VCE units or eight studies.

Students need to satisfactorily complete a minimum of three units of VCE English or Literature. However, tertiary study requires satisfactorily completion of English or Literature Units 3 and 4.

Students need to satisfactorily complete a minimum of three sequences of Units 3 and 4 studies in addition to English or Literature Units 3 and 4. Thus the minimum number of Year 12 or Units 3 and 4 studies that need to be undertaken is four. These sequences may be VCE and/or VCE VET studies.

However, entrance to some tertiary courses may be determined by the number of VCE courses undertaken. Year 10 and 11 students are able to access VCE studies a year above their traditional position. These are only to be selected with consultation and careful consideration. This means that Year 10 students can complete VCE Units 1 and 2 subjects; and Year 11 students can complete a subject at VCE Unit 3 and 4 level.

Most students undertake five or six studies to maximise their potential outcomes.

The Australian Tertiary Admission Rank (ATAR)

Students wishing to pursue tertiary studies will need to maximise their ATAR score.

The Australian Tertiary Admission Rank (ATAR) is calculated by VTAC solely for the use of tertiary institutions to compare the overall achievement of students who have completed different combinations of VCE studies. VTAC forwards the ATAR along with application information to selection authorities at institutions.

The ATAR is not a score, it is a rank which shows a student’s achievement in relation to other students.

The ATAR is determined by students’ scores in English or Literature and their best three subject scores, plus 10% of their fifth and sixth subject scores.

Choosing VCE Subjects

As part of the formulation of the Senior School Timetable there are a number of stages that students are directly involved in.

Stage 1: Indicative Subject Selection

Students are asked early in Term 3 to give their best estimate of what subject choices they are likely to undertake. This is an indication not a commitment. An example of this sheet is found in the appendix section.

Stage 2: Formulation of subject choices and timetable lines

Senior School staff involved with the formulation of the timetable decide which arrangements work best for the choices that the students have made in stage 1 above.

The timetable lines (where subjects are mutually exclusive) offered are based on achieving the least clashes, ie. to maximise choice for students. Some students will find some desired subjects they have chosen will clash.

All schools go through this process, no matter what the size of the school.

Stage 3: Final Subject Selection

In the middle of Term 3, the Parent and Student Information Evening provides all the relevant information for the choosing of the following year’s subjects.

Students and parents are encouraged to understand the features and requirements of senior secondary and VCE education, before making their choices.

Because this can be difficult to understand, extra support is available from the Senior School Coordinator, Year Level Coordinators and Careers Coordinator. Parents are encouraged to call or make an appointment to help understand these matters.

Students will complete their choices at the end of this process. Following the Parent Information Evening, students will have one week to determine their choices. An example of the sheet to be completed by students can be found in the appendix section.

Stage 4: Formulating the Timetable

Once all the student choices have been collected, work on staffing and timetable arrangements is completed. Where a subject doesn't achieve a minimum number of students, and it is not a pre-requisite tertiary subject, the school is likely to ask those few students to re-choose from the available options. The school will endeavour to offer every option listed, but it cannot guarantee this until the timetable is completed.

MECS seeks to offer all the courses listed but cannot guarantee the final offering as this is dependent on minimum numbers, choices, timetable and staffing arrangements.

What happens if your choice is not available?

MECS recognises the challenges of not being a large Senior Secondary College. Even so, through the Yarra Valley VET Cluster, Ranges TEC and some creative VCE Wednesday options our subject choice is not dissimilar to that of much larger secondary schools. Our commitment is to maximise the range and choice students have.
What happens if the choice clashes?

1. Reconsider the subject choice. Many students have the impression that they have to do a particular subject for a job or future study choice. On reading the Victorian Tertiary Admissions Centre’s (VTAC) guide www.vtac.edu.au it is often found that no such pre-requisites exist.

2. Make an appointment to meet with the Senior School Coordinator or the Timetable Coordinator. They will listen to any concerns a student and their parents might have and check if there are any alternative possibilities.

3. If the student feels that they must do a particular subject that is not offered at MECS then there might be an option to do this through Distance Education.

The option of Distance Education must be discussed with the Senior School Coordinator, as it is the school that applies on behalf of the student. Distance Education courses that are the choice of the student incurs extra cost.

Unit 1 and 2 Subject Selections

Year 11 students are advised to select five or six subjects (including English and the compulsory subjects) to maximise their VCE options. Year 11 students may, subject to staff approval, be able to select a VCE Unit 3 and 4 subject if there are no timetable clashes with the rest of their subject selections. Students will have to demonstrate that they have a good academic record (no detentions for non-submission of work, or late work), have demonstrated excellent learning behaviour and have achieved a minimum ‘B’ average in pre-requisite subjects. The Unit 3 and 4 subjects for 2015 are likely to be: Drama, Studio Arts, Health and Human Development, Outdoor Education, Visual Communication and Development and Music Performance.

Compulsory Subjects

Units 1 & 2  English
Unit 2  Religion and Society (Ethics)
OR
Unit 2  Texts and Traditions

Other Subjects

Units 1 & 2  Biology
Units 1 & 2  Business Management
Units 1 & 2  Dance (held at Luther College)
Units 1 & 2  Drama
Unit 1  History: Twentieth Century History (since 1945)
Unit 2  History: History: People and Power
Units 1 & 2  Legal Studies
Units 1 & 2  General Mathematics
Units 1 & 2  Mathematical Methods
Units 1 & 2  Music Performance
Units 1 & 2  Outdoor Education (held at Mountain District Christian School)
Units 1 & 2  Physical Education
Units 1 & 2  Physics
Units 1 & 2  Psychology
Units 1 & 2  Studio Arts
Units 1 & 2  Visual Communication and Design
VCE VET  (see pages 11-12 for available options)
VCE Unit 1 & 2 Subject Descriptions

Biology

Unit 1: Unity and diversity
In this unit students examine the cell as the structural and functional unit of the whole organism. Students investigate the needs of individual cells, how specialised structures carry out cellular activities and how the survival of cells depends on their ability to maintain a dynamic balance between their internal and external environments. Students explore the diversity of organisms and look for patterns of similarities and differences. They investigate how the structure and functioning of interdependent systems in living things assist in maintaining their internal environment. They relate differences in individual structures and systems to differences in overall function. Students consider the development of ideas and technological advances that have contributed to our knowledge and understanding of life forms and cell biology. Students investigate technological applications and implications of bioscientific knowledge.

Unit 2: Organisms and their environment
The rich diversity of Australian ecosystems provides a variety of contexts for students to study the relationships between living things and their environment. Students investigate particular sets of biotic and abiotic factors that operate in different places in the biosphere, and how these factors influence the kinds of organisms that live there. Students examine how organisms in their particular habitats are part of the integrated and naturally self-sustaining systems in which energy flows and matter is cycled between the living and non-living components of the environment. Students investigate how features possessed by organisms affect their fitness and reproductive success, in relation to their habitats. They consider how species are affected by changes in environmental conditions, whether natural or human-induced. Students investigate how technologies are being applied to monitor natural ecosystems and to manage systems developed to provide resources for humans.

Business Management

Unit 1: Small business management
Small rather than large businesses make up the vast majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with the employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and often utilised in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

Unit 2: Communication and management
This unit focuses on the importance of effective communication in achieving business objectives. It includes communication both internally and externally to business with special attention to the functions of marketing and public relations. Students develop knowledge of fundamental aspects of business communication and are introduced to skills related to its effective use in different contexts.

Chemistry

Unit 1: The big ideas of chemistry
The story of chemistry begins with the building of the Periodic Table from speculation, debate and experimental evidence. The Periodic Table provides a unifying framework for studying the chemistry of the elements using their chemical and physical properties to locate their position. The electron configuration of an element, its tendency to form a particular bond type and its ability to behave as an oxidant or reductant can all be linked to its position in the Periodic Table. Students study the models for metallic, ionic and covalent bonding. They consider the widespread use of polymers as an example of the importance of chemistry to their everyday lives. Students investigate the uses of materials and how these have changed.

Students use the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments.

Unit 2: Environmental chemistry
In this unit students will investigate how chemistry is used to respond to the effects of human activities on our environment. Quantitative chemical calculations play an essential role in these tasks and students are introduced to the types of calculations used every day by analytical chemists. The principles and applications of green chemistry – benign by design – to processes and practices are included. The goal of these processes is to achieve hazard-free, waste-free, energy efficient synthesis of non-non-toxic products whilst maintaining efficiency. Students are introduced to new, cleaner and more efficient chemical processes that have been designed using green chemistry principles. Students continue to use and develop the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments.

Dance (held at Luther College)

Unit 1
In this unit students explore the potential of the body as an instrument of expression. They learn about and develop technical and physical skills. Students discover the diverse range of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary.
Year 11

Knowledge of physiology, including care and maintenance of the body, is applied to the execution of body actions through the safe use of technical and physical skills. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation processes. They discuss cultural influences on their own dance backgrounds, and on the expressive intentions and movement vocabulary in their own dances.

Unit 2
This unit focuses on expanding students’ personal movement vocabulary and choreographic skills through the exploration of the elements of movement; time, space (including shape) and energy and the study of form. Students apply their understanding of form and the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others.

Students are also introduced to pre-1930 dance traditions, styles and/or works. Dance traditions, styles and/or works selected for study might encompass dance traditions of indigenous cultures through to the works of many different ballet choreographers.

Students describe the movement vocabulary in their own and others’ dances by identifying expressive body actions and ways the elements of movement have been manipulated. Students also analyse and discuss the communication of their own and other choreographers’ intentions, through the structuring of form, and the choreographic and expressive use of the elements of movement.

English

Unit 1
The focus of this unit is the reading of a range of texts, with comprehension, enjoyment and discrimination, development of competence and confidence in writing, and the use of and response to oral language in different contexts.

Unit 2
The focus of this unit is on a variety of forms of response to texts, experimentation with different written forms, and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

History: Twentieth Century History Since 1945

Unit 2
The first half of the twentieth century was marked by significant change. From the late nineteenth century up to World War I there was still a sense of a certain and natural order of society. This order was challenged and overturned. Old certainties were replaced by new uncertainties as new movements and organisations emerged in response to economic, social and political crises and conflicts. Revolution, civil war and international conflict overshadowed the first fifty years of the twentieth century. Many of the recurring conflicts of the twentieth century had their origins in the post-World War I political treaties and agreements. These saw the creation of new states and new borders within Europe, Asia and Africa.

This unit considers the way that societies responded to these changes and how they affected people’s lives.

History: People and Power

Unit 2
An established authority over time develops various mechanisms to reinforce and defend its beliefs. Ideas are codified, creeds and manifestoes written, even art and architecture are used
to perpetuate the system. A hierarchy is established and often force is used to defend and extend the system. The belief in the right to enslave other humans has flourished at various times in history, from Ancient Greece to nineteenth century United States, and each time a range of arguments and laws have been created to defend and maintain the system. In many places and civilizations, discrimination on the basis of gender has been justified and codified. Over time, both established and alternative systems have come under question. This course focuses on the process of challenge and change.

Legal Studies

Unit 1: Criminal law and justice
This unit explores:
• the distinction between legal and non-legal rules, through a case study
• the Victorian court hierarchy, and the process of making laws through Parliament, via an excursion to both venues.
• the criminal justice system through participating in a mock court case

Unit 2: Civil law and the law in focus
This unit explores:
• a range of dispute resolution processes through a case study
• the laws of marriage through participating in a mock wedding
• a human rights issue through a case study on native land rights.
Teacher Tip: If you enjoy reflecting on how laws are a reflection of our society’s values, then this is the subject for you.

Mathematics

Students undertaking either of the following mathematics subjects will be required to have access to a CAS (Computer Algebra System) which can be purchased or hired from the school.

Unit 1 and 2: General Mathematics

General Mathematics provides for students who may not study mathematics beyond Units 1 and 2, while others will intend to study Further Mathematics Units 3 and 4. The areas of study for Unit 1 and Unit 2 of General Mathematics are ‘Arithmetic’, ‘Data analysis and simulation’, ‘Algebra’, ‘Graphs of linear and non-linear relations’, ‘Decision and business mathematics’ and ‘Geometry and trigonometry’. From each of the areas of study material is selected to adequately prepare students for Further Mathematics and to provide practical skills in mathematics. The selected material will provide a clear progression in key knowledge and key skills from Unit 1 to Unit 2. A student can study Unit 2 without having completed Unit 1 but this is not advised.

The appropriate use of technology will be used to support and develop the teaching and learning of mathematics throughout the course. In particular this will involve the use of the computer algebra system.

Unit 1 and 2: Mathematical Methods (CAS)

Mathematical Methods (CAS) Units 1 and 2 are designed as preparation for Mathematical Methods (CAS) Units 3 and 4. The areas of study for Unit 1 are ‘Functions and Graphs’, ‘Algebra’, ‘Rates of Change and Calculus’ and ‘Probability’. To complete Mathematical Methods (CAS) Units 1 and 2 successfully students should have a solid background in mathematics. Familiarity with determining the equation of a straight line from combinations of sufficient information about points on the line or the gradient of the line and familiarity with Pythagoras theorem and the application to finding the distance between two points is assumed. Students should also be familiar with quadratic and exponential functions, algebra and graphs, and basic concepts of probability.

Through the study of this subject students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. Students are also expected to be familiar with relevant mental and by hand approaches to simple cases. The appropriate use of computer algebra system (CAS) technology to support and develop the teaching and learning of mathematics, and in related assessments, is incorporated throughout the unit.

Music Performance (Solo)

Unit 1

Music Performance develops intellectual, aesthetic and cultural understanding of the value and importance of music in solo and group settings. As soloists and members of groups, students develop skills in preparing programs of works. They learn about and apply musicianship as they create music and interpret and analyse solo and ensemble works in a range of styles.

In the performance of music, students develop their skills on a main instrument or voice. They research and apply in performance relevant knowledge of performing, the rich heritage of music, theory of music and sociocultural influences on the music studied. Students experiment with interpretation and strike an appropriate balance, considering historical performance conventions, contemporary performance conventions and personal interpretation as they perform a wide range of styles and characters in music.

Senior School Music & Drama Opportunities

<table>
<thead>
<tr>
<th>Year</th>
<th>Music &amp; Classes</th>
<th>Additional Opportunities</th>
</tr>
</thead>
</table>
| Yr 10 | VCE Drama Units 1-4  
VCE Music Performance Units 1-4  
Performing Arts - Elective Drama, Dance or Music | 2 Performances per year  
2 Performances per year  
2 Classes per week - Elective |
| Yr 9 | VCE Drama Units 1-4  
VCE Music Performance Units 1-4 | 2 Performances per year  
2 Performances per year |

Guitar Ensemble - Weekly recess rehearsals  
Vocal Ensemble - Weekly lunchtime rehearsals  
Instrumental Lesson - extra cost, taken in school time  
Solo Music Recital - 3 per year June, August and Nov  
Ensemble/Band Music Recital - 1 per year  
Music Theory Class - Fortnightly lunchtime lesson (extra cost)
Unit 2
Unit 2 continues the development of performance skills and focuses on analysis of music being prepared for performance. Students continue to develop knowledge of music language and skills in aural perception. They also undertake activities involving composing, arranging or improvising.

Outdoor & Environmental Studies (Mountain District Christian School - MDCS)

Unit 1: Exploring outdoor experiences
This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments.

Unit 2: Discovering outdoor environments
This unit focuses on the characteristics of outdoor environments and different ways of understanding them, studying nature’s impact on humans as well as the ecological, social and economic implications of human impact on outdoor environments.

Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise human impact on outdoor environments.

Note: Units 1 and 2 are run one year, Units 3 and 4 the next.

Physical Education

Unit 1: Learning and improving skill
This unit looks at a range of factors that influence learning and improving physical skills and the role of the coach in making this happen. By studying various sports psychology concepts such as arousal and anxiety, and the effects these can have on performance, students will be able to apply these psychological principles to the sporting arena. Students will also focus on general principles that are common to analysing physical performance and learning physical skills, and the biomechanical principles of movement involved in these skills. The unit approaches the biomechanics of physical skills from the perspective of improving physical performance. Students use practical activities to enhance the theoretical skills of factors involved in learning and improving skill.

Unit 2: The active body
This unit introduces the students to an understanding of physical activity, including the relationships between body systems and physical activity, the place of physical activity in contributing to well-being in students own lives as well as within the wider community, and the classification of physical activity in terms of type and experience. Such knowledge is important to student understanding and is best delivered through a variety of practical activities. The students will look at a range of factors that influence performance in physical activity. It is recognised that regular participation in physical activity is important for the health of individuals and the community. Students will investigate how the patterns of physical activity vary across the lifespan, including the physical, social and emotional benefits of participation in physical activity. A theoretical model, the Stages of Change, will be used to understand engagement with physical activity.
a greater range of movements and more abstract ideas. The students' understanding of electricity and electronics is broadened and deepened and the use of simple mathematical modeling, including calculations, to organise data and make predictions is further developed and applied to more extensive data. Computer and/or graphics calculator programs are used in the analysis of data. Students continue to undertake extensive and regular experimental work in the laboratory. They design and undertake more complex investigations involving at least one independent, continuous variable, and take increasing responsibility for the design of investigations.

Psychology

Unit 1
This unit introduces students to the scientific study of psychology as the investigation into human behaviour and the mental processes that determine it; including perception, cognition and emotion.

The focus of this unit is an introduction to the scientific foundation of psychology. In this context, human behaviour is examined in social situations where certain behaviours are seen to be a consequence of environmental processes. Individual development of cognitive and perceptual abilities is also explored. Research methods and their associated critiques are integrated within the different methodological approaches to psychology. The link between the aspect of psychology being studied and the choice of research method is established. Students apply these methods to different studies and make simple evaluations of the appropriateness of each model. An introduction to ethical principles in the conduct of psychological research and practice is provided.

Unit 2
In this unit students learn about different methods and models that describe and explain human behaviour. This unit focuses on internal physical, chemical and biological processes that inform behaviour. This context is based on the understanding of neuronal structures and the nervous system at the basic level. Methods of studying the differences in behaviour between people are evaluated. The study of individual behaviour in social situations is explored where behaviours can be influenced by attitudes resulting from environmental influences. Measurement tools applied to studies of attitude are investigated. Research methods continue to be integrated within the different approaches to psychology. Students apply these methods to different studies and evaluate the appropriateness of each model.

Religion and Society

Unit 2: Ethics and morality
Core focus: Ethics involves reflecting on what 'right' and 'wrong', 'good' and 'bad' mean when applied to human decisions. In particular it is concerned with the justification for moral choices – why do we say such and such is the right thing to do?

Perspective: How do I know the 'right' way to live? How do I know if there even is a 'right' way? Ethics is an important field for the cumulative effect of individual decisions ultimately impacts all areas of life.

Content of this unit includes an:
• Exploration of different ethical approaches through a comparative report

Texts and Traditions

Unit 2: Texts in society
In this unit texts are studied as a means of investigating themes such as justice, racism and gender roles. The texts selected for study should therefore be among those which can be sources of ideas about these or other themes in society. Some of the texts may call for change in attitudes and values. Others may call for changes in social and political institutions. Others again may justify or support existing social and political institutions.

The investigation includes consideration of the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them, the kinds of authority attributed to them by traditions, and the ways in which these are communicated in relation to selected ethical issues; and to be able to evaluate two or more contemporary ethical debates.

Studio Arts

Unit 1: Artistic inspiration and techniques
This unit focuses on using sources of inspiration and ideas as the basis for artworks and exploring a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. Students also explore the ways in which artists from different times and locations have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks.

Unit 2: Design exploration and concepts
This unit focuses on establishing and using a design process to produce artworks. The design process includes the use of sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities and potential solutions prior to the production of artworks. Students also develop skills in the visual analysis of artworks.
Artworks from different times and locations are analysed to understand artists’ ideas and the creation of aesthetic qualities and identifiable styles.

**Visual Communication and Design**

**Unit 1: Visual communication**
The main purpose of this unit is to enable students to develop an understanding of instrumental drawing methods and freehand drawing including drawing from direct observation. The unit involves the study of a range of drawing methods, including relevant Australian Standards conventions. Students develop practical skills in the application of appropriate drawing methods, design elements and principles, and information and communications technology.

The unit also introduces students to the diversity of visual communication and the role of the design process in visual communication production.

**Unit 2: Communication in context**
The main purpose of this unit is to enable students to develop and refine practical skills by generating images and developing them through freehand drawing, instrumental drawing and the use of information and communications technology. In the development of visual communications, this unit enables students to develop an awareness of how the design process facilitates exploration and experimentation and how information and ideas are communicated.
Introduction to Year 12

Year 12 students have reached the last year of their secondary education. They are the leaders of the school and as such are aware of the need to model the right behavior and dedication for younger students. Ultimately the most important question is: are our students being equipped for a life of service as disciples in God’s kingdom, not just as employees or tertiary students, but also as parents and active citizens in the broader community?

At MECS we strive to help our students in the learning endeavour. The year 12 students undergo a two week orientation program at the end of the previous year. The first two weeks in December sees the students who have completed Year 11 return to start their Year 12 studies. This actually means that the students are well on the way with each unit they are studying long before the year starts. Both students and teachers are able to clear up the introductory nature of the units and start the process of delving into the work that needs to be completed. This is a huge help to students as they are aware of work needing to be done over the holidays and the need for a quick start in the following year.

Another source of assistance for the Year 12 student has been the Year 12 camp. This takes place in late January or early February before the other students start school. This is a two day camp that looks at ways to assist the student in their studies. Sessions on topics such as problem solving, study skills, time management, VCE requirements, exam techniques, stress management and careers are all part of the camp along with a lot of fun and simply being a great way to start the year.
Year 12

Year 12 students are advised to select five or six subjects BELOW including English and/or Literature and Philosophy of Ideas.

### Compulsory Subjects
- Unit 3 & 4 English
- Units 3 & 4 Literature
- (Non-VCE) Philosophy of Ideas

### Other Subjects
- Units 3 & 4 Biology
- Units 3 & 4 Business Management
- Units 3 & 4 Chemistry
- Units 3 & 4 Drama
- Units 3 & 4 Health and Human Development
- Units 3 & 4 History: Revolutions
- Units 3 & 4 Legal Studies
- Units 3 & 4 Literature
- Units 3 & 4 Further Mathematics
- Units 3 & 4 Mathematical Methods (CAS)
- Units 3 & 4 Music Performance
- Units 3 & 4 Outdoor & Environ Studies (MDCS)
- Units 3 & 4 Physical Education
- Units 3 & 4 Physics
- Units 3 & 4 Psychology
- Units 3 & 4 Religion and Society
- Units 3 & 4 Studio Arts
- Units 3 & 4 Texts and Traditions
- Units 3 & 4 Visual Communication and Design
- VCE VET (See page 11 - 13 for options available)

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### VCE Unit 1 & 2 Subject Descriptions

#### Biology

**Unit 3: Signatures of life**

In this unit students consider the molecules and biochemical processes that are indicators of life. They investigate the synthesis of biomolecules and biochemical processes that are common to autotrophic and heterotrophic life forms. Students consider the universality of DNA and investigate its structure; the genes of an organism, as functional units of DNA and code for the production of a diverse range of proteins in an organism. Students investigate the significant role of proteins in cell functioning; how technological advances have enabled scientists to determine differences in the molecular structure of proteins, how the structure of a protein relates to its function in an organism’s tissues, and how technological advances have given rise to applications such as the design of proteins for specific purposes. Students consider advances in proteomics applied, for example, to medical diagnosis and the development of specific proteomic medications, new pharmaceuticals, nutraceuticals and vaccines.

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**Unit 4: Continuity and change**

In this unit students examine evidence for evolution of life forms over time. Students explore hypotheses that explain how changes to species have come about. In addition to observable similarities and differences between organisms, students explore the universality of DNA, and conservation of genes as evidence for ancestral lines of life that have given rise to the present biodiversity of our planet. Students investigate how the study of molecular genetics has expanded into genomics – the study of whole sets of genes possessed by an organism. Information obtained by studying genomes and functional genomics has provided insight into gene expression and regulation, and relationships between species. Students study how genes are transmitted from generation to generation by examining meiosis and patterns of inheritance including pedigree analysis. Students consider the relationship between heritable variations and the environment in accounting for changes to species over time, and for speciation and extinction. Students examine the interrelationships between biological, cultural and technological evolution.
Business Management
Unit 3: Corporate management
In this unit students investigate how large-scale organisations operate. Students examine the context in which they conduct their business, focus on aspects of their internal environment and then look at the operations management function. Students develop an understanding of the complexity and challenge of managing large organisations and have the opportunity to compare theoretical perspectives with practical applications.

Unit 4: Managing people and change
This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

Chemistry
Unit 3: Chemical pathways
In this unit students investigate the scope of techniques available to the analytical chemist. Chemical analysis is vital in the work of the forensic scientist, the quality control chemist at a food manufacturing plant, the geologist in the field, and the environmental chemist monitoring the health of a waterway. Each technique of analysis depends on a particular property or reaction of the chemical being investigated. Consequently, an understanding of the chemistry is necessary in learning how and why the techniques work. Some techniques of analysis have been refined over many years to make them quicker and more accurate. Other techniques are now used in combination to provide higher and more reliable levels of accuracy, for example gas chromatography and mass spectrometry.

Unit 4: Chemistry at work
In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Features that affect chemical reactions such as the rate and yield or equilibrium position are investigated. Students explore how an understanding of these features is used to obtain optimum conditions in the industrial production of a selected chemical. 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 how energy is produced from available resources and consider the efficiencies, advantages and disadvantages of each energy resource. Galvanic cells and electrolytic cells operate by transforming chemical and electrical energy.

Drama
Unit 3: Ensemble performance
This unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance. Collaboration to create, develop and present ensemble performance is central to this performance. Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select stagecraft and theatrical conventions as appropriate to the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Unit 4: Solo performance
This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. For a short solo performance they...
develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the Victorian Curriculum and Assessment Authority. The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated.

English

Unit 3

The focus of this unit is the development of critical responses to both literary and non-literary texts, including media texts, and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

Unit 4

The focus of this unit is the development of critical responses to both literary and non-literary texts, and the achievement of competence and confidence in writing for different purposes and audiences, in a variety of forms. Although this unit does not include oral communication as a separate area of study, oral work will continue to be an important element of classroom practice for this unit.

Health and Human Development

Unit 3: Nutrition, health and development

Australians are amongst the healthiest people in the world. However a diversity of health outcomes are evident within our population as a result of a range of determinants that include factors such as biology, socio-economic, environment, inherited lifestyle, behaviour, knowledge, attitudes and beliefs. Nutrition is an important determinant of health and developmental outcomes and considerable evidence supports food intake as a protective factor against a number of diseases across the lifespan. Government and non-government organisations play an important role in the implementation of a range of initiatives designed to promote health and development for all.

Unit 4: Global health development

This unit enables students to examine the developmental changes that occur as individuals move through the lifespan and explore inherent factors that determine developmental potential. Students will also analyse the impact of a range of environmental factors that contribute to variations in health and developmental outcomes both between and within industrialised and developing countries. By comparing similarities and differences in health and developmental outcomes at a global level, students will be able to evaluate the determinants of optimal health and development and the range of sustainable health care initiatives developed by governments and international agencies to optimise health and development globally.

History: Revolutions

Unit 3 & 4

Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as important international repercussions. Because revolutions involve destruction and construction, dispossession and liberation, they polarise society and unleash civil war and counter-revolution, making the survival and consolidation of the revolution the principal concern of the revolutionary state. In defence of the revolution, under attack from within and without, revolutionary governments often deploy armed force and institute policies of terror and repression. The process of revolution concludes when a point of stability has been reached and a viable revolutionary settlement made.

Legal Studies

Unit 3: Law-making

The purpose of this unit is to enable students to develop an understanding of the institutions that determine laws and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

Unit 4: Dispute resolution

This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution with a view to comparing and evaluating the operation of the various dispute resolution methods. Students develop an understanding of criminal and civil pre-trial and trial processes and procedures which operate within the Victorian legal system. The current operation of the jury system in criminal and civil trials will be examined and students will also review the operation of the adversary system, giving consideration to its strengths and weaknesses. Students will compare features of the adversary and inquisitorial systems of dispute resolution. In this unit students evaluate the effective operation of the Victorian legal system and make recommendations for possible improvement and reform.

Literature

Unit 3

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

Unit 4

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

Unit 3 and 4: Further Mathematics

Further Mathematics consists of a compulsory core area of study ‘Data analysis’ and then a selection of three from six modules in the ‘Applications’ area of study. Unit 3 comprises the ‘Data analysis’ area of study which incorporates a statistical application task, and one of the selected modules from the ‘Applications’ area of study. Assumed knowledge and skills for the ‘Data analysis’ area of study are contained in the topics: Univariate data, Bivariate data, Linear graphs and modelling, and Linear relations and equations from General Mathematics Units 1 and 2. Students are encouraged to use CAS, spreadsheets or statistical software in ‘Data analysis’, dynamic geometry systems in ‘Geometry and trigonometry’ and CAS, graphing packages or computer algebra systems in the remaining areas of study, both in the learning of new material and the application of this material in a variety of different contexts.

Unit 3 and 4: Mathematical Methods (CAS)

Mathematical Methods Units 3 and 4 consists of the following areas of study: ‘Functions and graphs’, ‘Calculus’, ‘Algebra’ and ‘Probability’ which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. In Unit 3, a study of Mathematical Methods typically includes a selection of content from the areas of study ‘Functions and graphs’, ‘Algebra’ and applications of derivatives and differentiation to identifying and analysing key features of the functions described in these areas of study and their graphs. In Unit 4, this selection consists of the remaining content from the areas of study: ‘Functions and graphs’, ‘Calculus’, ‘Algebra’ and the study of random variables and discrete and continuous probability distributions and their application. For Unit 4, the content from the ‘Calculus’ area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content. Students are encouraged to use CAS, spread sheets, statistical software, graphing packages or computer algebra systems as applicable across the areas of study, and also ‘by hand’ skills.

Music Performance

Units 3 & 4

Music Performance develops intellectual, aesthetic and cultural understanding of the value and importance of music in solo and group settings. As soloists and members of groups, students develop skills in preparing programs of works. They learn about and apply musicianship as they create music and interpret and analyse solo and ensemble works in a range of styles.

In the performance of music, students develop their skills on a main instrument or voice. They research and apply in performance relevant knowledge of performing, the rich heritage of music, theory of music and sociocultural influences on the music studied. Students experiment with interpretation and strike an appropriate balance, considering historical performance conventions, contemporary performance conventions and personal interpretation as they perform a wide range of styles and characters in music.

In Unit 3, students focus on ways of preparing and presenting performances, including developing arrangements, rehearsal strategies and understanding of ways that the acoustics of performance venues can influence performances.

In Unit 4, they study techniques for creating arrangements through part-writing or develop skills in improvisation. Both Units 3 and 4 include outcomes that focus on developing students’ knowledge of the structure and sound of the components of music language and their skills in aural analysis of the characteristics of arrangements in a wide range of music styles.

Outdoor & Environmental Studies

(Mountain District Christian School - MDCS)

The focus of Unit 3 is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Students consider a number of factors that influence contemporary relationships with outdoor environments.

In Unit 4, students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments and their capacity to support future generations.

Students engage in one or more related outdoor experiences including: hiking camp (the chosen environment will become the focus of study); Alpine camp (the various outdoor activities are undertaken, however there is a focus on the sustainability of the alpine environment); various excursions which will include Monbulk Historical Society, Burke’s lookout, Trees Adventure; walking tracks around the Dandenong Ranges National Park.

Note: Unit 1 and 2 is run one year, 3 and 4 the next.

Philosophy of Ideas (POI)

Core Focus: “The world will ask you who you are, and if you do not know, the world will tell you.” Carl Jung
Year 12

Perspective: For students to recognise the way society constantly, yet subtly bombards us with messages about who we should be and evaluate this from a biblical perspective.

Content:
• exploration of who I am
• investigation of the cultural stories that have shaped me, my community and the world we live in

Teacher tip: a great subject that enables students to consider more about how to think, rather than just what to think.

Physical Education

Unit 3: The physiology and participatory perspective of physical activity
This unit introduces students to an understanding of physical activity from a physiological perspective. In particular, the contribution of energy systems to performance in physical activity is explored, as well as the health benefits to be gained from participation in regular physical activity. The underlying physiological requirements of an activity being used for health or for fitness are the same. There are many factors that influence an individual to initially begin and then continue on with some form of regular physical activity. In this unit, students study and apply various models to identify strategies that will be effective in promoting participation in some form of regular activity.

Unit 4: Enhancing physical performance
Improvements in physical performance, in particular fitness, depend on the ability of the individual or coach to acquire, apply and evaluate knowledge and understanding about training. Exercise physiology is concerned with individual responses and adaptations through exercise. Students experience a variety of practical activities involving a range of training methods and fitness activities. Students learn to accurately assess the particular energy and fitness needs of the sport or activity for which the athlete is training, through analysis of data collected from a game or activity.

Physics

Unit 3
This unit focuses on ideas that underpin much of the technology found in areas such as communications, commerce and industry. Motion in two dimensions is introduced and applied to moving objects on Earth and in space. Another of Newton’s theories, that the gravitational effect of the Earth reaches out into space, is introduced and applied to analyse the motion of the Moon, the planets and satellites. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonics devices introduced. Mathematical modelling, including calculations, is applied to all areas of study to organise data and make predictions. Computer and/or graphics calculator programs are used in the analysis of data. Students continue to have regular experience in experimental investigation in the laboratory. They design and carry out an extended practical investigation involving at least two independent, continuous variables.

Unit 4
In Unit 4, the development of models to explain the complex interactions of light and matter is considered. A field model of electromagnetism is applied to the generation of electricity. The detailed studies provide examples of innovative technologies used for research and communication. Mathematical modelling, including calculations, continues to be used to organise data and identify trends in data. Computer and/or graphical calculator programs are used in the analysis of data. Students continue to have extensive and regular experimental work in the laboratory. They design and carry out investigations involving at least two independent, continuous variables. They collect accurate data, evaluate the quality of data and measurement processes and make conclusions based on the data. As a guide at least 10 hours of class time should be devoted to student practical work across the three areas of study. Unit 4 consists of two prescribed areas of study: Electric power, Interactions of light and matter; and a third area of study to be chosen from one of three detailed studies: Synchrotron and its applications, Photonics, or Sound.

Psychology

Unit 3
This unit focuses on the brain and the nervous system as a whole structure and investigates their role in affecting human behaviour. Brain research methods are examined and different approaches of psychology are integrated in a study of visual perception and states of consciousness. These approaches are used to explain behaviour in terms of internal physical and biological processes. Research methods are integrated within the different approaches to psychology and students learn to make evaluations of the appropriateness of each model. Research studies are used to illustrate the application of statistical measures to the development of models and theories of psychology. Consideration of ethical principles in the conduct of psychological research and practice is included.

Unit 4
In this unit students study cognitive psychological methods through the concepts of memory and learning. The concept of behaviour is understood in terms of mental processing of
information. Research methods continue to be integrated within the different methodological approaches to psychology. Students apply these methods to different studies and make evaluations of the appropriateness of each model. Research studies are used to illustrate the application of statistical procedures to the development of models and theories of psychology. The application and understanding of ethical principles in the conduct of psychological research and practice is extended as students complete a research investigation.

**Religion and Society**

**Unit 3: The search for meaning**

This unit focuses on core religious beliefs and the ways in which they create meaning for religious communities and individuals. These beliefs refer to views about ultimate reality held by individuals, groups, organisations and whole societies. Religious beliefs may be communicated and expressed through the following aspects: formal statements of belief, myths and other stories, sacred texts and other religious writings, rituals, symbols, social structures, oral or written codes of behaviour, religious experience and spirituality. Reference may be made to one or more traditions.

**Unit 4: Challenge and response**

Religious traditions change and develop over time. They respond to the needs of their membership, and to changes in society, while seeking to maintain their integrity, convictions and credibility. Religious traditions themselves can provide the impetus for social change, or they may respond to external challenges. This unit focuses on internal and external developments which challenge significant beliefs of the selected tradition(s), and which may produce enduring historical or social consequences for the tradition(s) or for their social milieu. Students explore historical profiles of religious traditions, and analyse decisive occasions of religious challenge and response. They also consider the implications of religious belief for action on behalf of social justice and for assessment of new problems arising from social and technological change.

**Studio Arts**

**Unit 3: Studio production and professional art practices**

The focus of this unit is the implementation of a design process leading to the production of a range of potential solution. A work brief is initially prepared to set out the framework for the design process. Students also examine professional art practices in relation to particular art form(s) and the development of distinctive styles in artworks.

**Unit 4: Studio production and art industry contexts**

The focus on this unit is to produce a cohesive folio of finished art works developed from potential solutions generated in unit 3. Visual and written documentation explaining how the potential solutions will be used to produce the folio of artworks is also prepared. Students also examine the presentation of artworks and current art industry issues, with reference to the exhibition, promotion and critique of artworks.

**Texts and Traditions**

**Unit 3: Texts and the early tradition**

Traditions differ in the ways their texts account for their beginnings. In some traditions texts have a clear historical perspective, setting out the beginnings of the tradition in narrative and sequential form. In other traditions some texts present beginnings in mythological and allegorical form, while others combine these and other approaches. The teachings contained in some texts of a tradition are regarded as essential for the continuation of the tradition. This may be because they function as repositories of law, wisdom or theology or because they present the teachings of significant individuals who have had key roles in the formation of the tradition.

**Unit 4: Texts and their teachings**

Some texts are regarded as essential for the continuation of a tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. As time goes on some of the themes contained in the fundamental texts have been reinterpreted in different times in the tradition. The main part of study in this unit continues the exegetical study of foundational texts begun in Unit 3. However, the themes contained in the foundational texts have been reinterpreted at different times within traditions and such developments are also included in the area of study.

**Visual Communication and Design**

**Unit 3: Visual communication practices**

The main purpose of this unit is to enable students to develop an understanding of visual communication production through the application of the design process to satisfy specific communication needs. Within the unit, students consider existing visual communication and analyse and evaluate examples. Students will also investigate the production of visual communications in a professional setting and examine the nature of professional practice in the design and production of visual communications.

**Unit 4: Designing to a brief**

The main purpose of this unit is to enable students to apply their knowledge of the components of the design process in the preparation of one design brief. Students apply their practical skills to the development and production of two distinct final visual communication presentations through application of the design process and based on the requirements of the brief.
A New Endeavour

At the beginning of 2012 Ranges TEC opened its doors to students in Years 10, 11 and 12. Ranges TEC is an innovative Christian applied learning environment and Vocational Education and Training Centre, located in Lilydale, offering a range of quality education programs to senior secondary school students.

Ranges TEC caters for students looking to complete their secondary school education in a hands-on learning environment and provide a variety of options for students to complete a pre-apprenticeship trade qualification together with the Victorian Certificate of Applied Learning (VCAL).

Ranges TEC’s tag line More than Skills provides clear insight into the type of training Ranges TEC will offer. Students will not only be provided an opportunity to develop sound technical and employability skills but will also be supported and mentored to grow in all areas of life.

As a Christian Trade Training Centre, Ranges TEC is distinct from other vocational education settings in that it not only provides a nurturing environment, through pastoral care and mentoring, but also affirms that each student is unique and valued as a person created and loved by God. As a Christian learning community, Ranges TEC aims to support learners to develop a deep sense that they are not just preparing for a job but that they have been gifted for service, worship and stewardship in order that they may participate in God’s creative and reconciling work on earth.

How did Ranges TEC come about?

Ranges TEC was established by three outer eastern Christian Schools: Mount Evelyn and Mountain District Christian Schools and Donvale Christian College. Together, these schools successfully applied to the Federal Government to establish a Trade Training Centre for senior secondary students. This new venture seeks not only to serve the students of these three schools but also those of other independent schools in the area, as well as, any in the wider community seeking this form of hands on learning and vocational education and training.

How is Ranges TEC distinct from other VET providers?

Ranges TEC is distinct from other Vocational Education and Training providers in that it is, a Christian learning community, dedicated to providing students with a quality vocational education in which they discover and develop their God-given gifts together with a biblical understanding of the world in which they live and work. Teaching staff at Ranges TEC are passionate, highly experienced Christian educators and trade professionals committed to sharing their vocation with young people within a biblical framework. At Ranges TEC students will acquire ‘more than skills’.

More information about the courses conducted at Ranges TEC can be found at the website www.rangestec.vic.edu.au

What programs are on offer?

Ranges TEC offers the following full-time education programs to students in Year 10 and the VCAL years.

Year 10

- A year 10 program dedicated to preparing students for an applied learning environment in which practical skills are honoured.
- A year that enhances communication skills, student independence and responsibility.
- A year to ignite a passion for learning.
- A year to investigate life as a tradesperson and prepare for further study (year 11/12) in VCAL (Victorian Certificate of Applied Learning).
- A year to ask questions about learning, yourself and the world.

Ranges TEC understands and honours applied learners. We acknowledge their learning style is often different to many in academic learning environments. A Ranges TEC year 10 is a rich, explorative, hands on environment in which students are supported by committed staff to discover their potential. Our year 10 is designed to launch students into the challenges of the Victorian Certificate of Applied Learning in years 11 and 12, (an important gateway to maturity and further study), small business management and work as a tradesperson.

Year 10 at Ranges TEC is framed by four important Readiness themes.

Ready to Learn: Literacy, Numeracy Employability skills, The Rite Journey

Ready to Work: Taster Program, Work Related skills, Structured Workplace Learning, The Rite Journey

Ready to Serve: Service Project, The Rite Journey, Duke of Edinburgh

Ready to Challenge: Duke of Edinburgh, Camps, Sports Program, Service Project, Taster Program

VCAL Years (Years 11/12)

What is VCAL?

The Victorian Certificate of Applied Learning (VCAL) is a ‘hands on’ option for Senior Students and has over 20,000 enrolments in Victoria annually. Like the VCE, the VCAL is a recognised senior qualification that is issued by the Victorian Curriculum and Assessment Authority. Unlike the VCE, which is widely used by students as a pathway to university, the VCAL focuses on training students for vocational pathways. Students who do the VCAL are more likely to be interested in further TAFE training, undertaking an apprenticeship, or entering the workforce after completing Year 12.
VCAL is an alternative pathway to VCE and comprises three levels: Foundation, Intermediate and Senior. These levels are not related to students’ ages or school year; rather their abilities to work at different levels of independence and capacity.

How is VCAL structured?
VCAL is made up of four core strands, Literacy, Numeracy, Personal Development Skills, and Work Related Skills, with each strand having prescribed learning outcomes. Students at Ranges TEC fulfil the requirements of VCAL in a number of applied learning environments. Central to the Ranges TEC VCAL years are our Micro Business Enterprises, Nationally recognised Certificate studies (choose from Ranges TEC certificates or study one day a week with another Registered Training Organisation), Structured Workplace Learning, Business Management (VCE units 1&2), Product Design Technology (VCE unit 1) and Community Projects.

What personal attributes are highlighted and developed in the VCAL years?
- Good listening skills
- Commitment
- Leadership
- Teamwork
- Willingness to work hard
- Initiative
- Ability to ask questions and follow instructions
- Motivated to achieve their personal best
- Focus on the end goal

Are other options possible?
There are a number of options available within each of these programs and Ranges TEC is committed to making every effort to provide flexible, personalised learning pathways to meet student needs. Pathways are made up of individualised project work, School Based Apprenticeships or Traineeships (SBAT), On the Job Assessment, Certificate studies, a variety of VCAL options and more. Please contact us to discuss personalised options.

VET (Vocational Education and Training) Certificate Courses
Some students already undertake VET programs offered by Ranges TEC within the Yarra Valley VET cluster, on Wednesdays, as part of their school program. The difference between this current program and the Certificate courses offered at Ranges TEC is that a single day of VET is an ‘add-on’ to a mainstream senior secondary program. Undertaking VET at Ranges TEC enables students to integrate that course in with the rest of their weekly program.

Ranges TEC offers specific training in a range of vocational areas and provides students with the opportunity to complete a nationally recognised Certificate II qualification.

Structured Work Placement
A key feature of all Ranges TEC programs is that training goes ‘hand in glove’ with ‘real work’. Work is found either through industry partnerships, or by students, and is central to learning and training at Ranges TEC.

Work placements provide excellent opportunities to put into practice the technical and employability skills developed during training.

A structured work placement:
- Links education to the workplace
- Improves knowledge of training and career opportunities
- Increases vocational skills and provides ‘on the job’ experience
- Develops employability skills
- Provides opportunities to meet potential employers

Fees and Materials
The tuition fee at Ranges TEC includes all excursions and incursions. Fees generally increase with EPI (Education Price Index) approximately 5% p.a.

Tuition Fees – $9,500 (2014)  Materials Fee – $700 pa (contact office for discounts that apply to founding schools, siblings and up-front payment). Additional costs may include the purchase of a student laptop. Contact Ranges TEC for laptop specifications.

Clothing
Year 10 Students will be required to wear appropriate work clothing to Ranges TEC each day, eg. Leather boots (steel cap), Sturdy workpants, Ranges TEC top.

Year 11 & 12 Students will have additional workwear requirements based on their chosen trade e.g. Apron/ Chef pants (Hospitality), long sleeve non-flammable shirt (Engineering).

More information on uniform requirements for VET can be found on the Ranges TEC website. Further information on clothing requirements will be provided at enrolment.

Estimate Cost: $200 – $400

Location
Our main campus is a new, purpose built, trade training and education facility located in Hightech Place, Lilydale. Situated within Lilydale’s newest industrial development it provides an authentic setting for vocational education and training and is only a short walk from rail and bus services.

Ranges TEC has another site to support the delivery of our learning programs; a Community Farm in Coulson Road, Monbulk.
MECS has developed a policy for School Assessed Coursework (SACS) and School Assessed Tasks (SATS) based on rules appointed by the Victorian Curriculum and Assessment Authority.

A. The Rules
A student must ensure that all UNACKNOWLEDGED work submitted is genuinely his/her own.
A student must therefore ACKNOWLEDGE all resources used (including persons).
A student must NOT receive undue assistance from another person.

Acceptable assistance:
• includes the incorporation of ideas or material derived from other sources but which has been TRANSFORMED and used in a new context.
• prompting and general advice from another person which leads to refinements and or self-correction.

Unacceptable assistance:
• use of, or copying of, another person's work or other resources without acknowledgment.
• corrections or improvements made or dictated by another person.

A student must not submit the same piece of work for assessment in more than one study.
A student who knowingly assists other students in a breach of rules may be penalized.
A student must sign an authentication record for work done outside of class.
A student must sign the general declaration that he/she will obey the rules of the VCE and accept any possible disciplinary outcomes.

B. The School's Responsibility
The teacher will inform the student in writing of:
• all work he/she needs to do to achieve S for the unit via the Study Design.
• all work he/she needs to do for Graded Assessment via the Study Design.
• how to submit work - Study Design.
• timelines and deadlines for completing work via the Study Planner.
• procedures for obtaining an extension of time (see below).
• internal school appeal procedures (see below).

C. Satisfactory Year 10 and VCE unit results
The student receives S for a unit when the school determines that all Learning Outcomes are achieved satisfactorily.
A student must:
• observe the VCAA and school rules.
• produce work that demonstrates achievement of the outcome/s.
• submit work on the due date set by the teacher, usually by 8.45 am into the box outside the Senior staffroom for assessment tasks and Learning Outcomes not completed in the classroom.

If a teacher judges that all outcomes are achieved, the student satisfactorily completes the unit.

D. Not Satisfactory VCE unit result
The student receives N for the unit when one or more of the learning outcomes are not achieved because:
• the work does not demonstrate achievement of the outcome/s.
• the student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision.
• the work cannot be authenticated.
• there has been a substantial breach of rules including school attendance rules.

E. Failure to achieve an “S” on a learning outcome: redeeming outcomes
If a student submits work for an assessment task and it does not meet the required standard for satisfactory completion, the teacher will (within 7 days) allow the student to submit further work. This work will be allowed in order to allow the student to meet satisfactory completion requirements of the task and hence the unit. However, the originally assessed scores awarded by the school will stand and will not be changed by the re-submitted work.

F. Discipline
In the event of a breach of the above rules the school shall give the student at least 24 hours notice (in writing) to attend an interview where the alleged breach of rules will be discussed. The interview panel will consist of the study teacher and the VCE Coordinator. The student may have a parent or friend attending but only in a support role. Following the interview, the principal shall advise the student of any set penalty.

G. Student Appeals
A student has a right to appeal against a decision of his or her school imposed in respect of a contravention of the VCAA assessment rules. In the first place a student needs to bring his or her appeal to the VCE Coordinator who will consider the matter and respond in writing to the student. If a student is not satisfied with this response he or she may appeal to the VCAA. This appeal must be made in writing to the Chief Executive Officer of the VCAA not later than 14 days after the student receives written notice of the school’s decision. The student’s right of appeal does not apply to decisions about satisfactory completion of a course arising from a student’s attendance or other disciplinary decisions of a school not arising from a contravention of VCAA assessment rules.

H. Class Attendance
All VCE units require 50 hours of class time. A student needs to attend sufficient class time to complete work. Students are expected to attend all classes for all units. However, they can miss up to six days of classes per unit (with accompanying parent notes of explanation) without having to apply for Special Provision for School-assessed Coursework and School-assessed Tasks and Unit Completion. Students who are late (more than 5 minutes) for classes without a written excuse will have their parents contacted. They will, by being marked absent for late attendance, thereby put themselves at risk of not satisfactorily completing the unit because of a breach of school attendance rules.
I. Procedures for obtaining an extension for a piece of work (non-SAC)

In the event that a student determines that he or she will be unable to meet a work deadline because of an illness, personal trauma or a serious intervening event, he or she should fill in an “Application for a Learning Outcome Extension” (copies are in the MECS student diary) and submit this to the Year level coordinator (Year 10) or VCE Coordinator. If the extension is granted, the coordinator will, in consultation with the relevant teacher, grant the extension and this signed form must then be attached to the piece of work when it is submitted.

In the event that the student is not present on the day (due to illness, personal trauma or a serious intervening event) that a deadline falls, then on the first day of return, the student should submit the “Application for a Learning Outcome Extension” form to the coordinator as indicated above. The signed extension form should be attached to the work when it is submitted.

J. Absence from SACs

The following procedures apply to students who miss classes in which SACs are to be completed.

In the event that a student is unable to attend school to complete a SAC because of a medical problem, the student will consult an independent health professional (being a medical doctor, psychologist or physiotherapist) who has specific knowledge of the student’s illness/circumstances which affect the student’s ability to attend school and complete the SAC. The health professional will issue a certificate to cover the student’s absence on the day.

In the event that a student is unable to attend school to complete a SAC because of a personal trauma or serious intervening event, the student will consult an independent social worker, member of the clergy, police officer, solicitor or funeral parlor operator who has specific knowledge of the student’s circumstances which affect the student’s ability to attend school and complete the SAC. The professional will issue a certificate to cover the student’s absence on the day.

In either case, the certificate is to be handed to the senior school coordinator together with a completed “Application for Learning Outcome Extension” form (to be found in the student diary) within two days of the student’s return to school. A student will only be allowed to undertake the missed SAC upon submission of all signed documentation (independent professional and SS Coordinator) to the teacher.

Failure to submit supportive documentary evidence as described above will result in a zero (0) score for the assessment task. The student will still have to satisfactorily complete the assessment task under supervision to achieve an “S”, in order to satisfy VCAA authentication requirements.

K. Special Provision

When a student is absent for prolonged periods or has been unable to complete all assessment tasks because of illness or other special circumstances the school may, on application, grant Special Provision for school based assessments. The Special Provision granted may allow a student to work from home for a period of time. The student and school should complete the application for Special Provision for School-Assessed Coursework and School-Assessed Tasks and Unit Completion form and this form, together with the supporting evidence, will be retained at school.

L. Computer Work

A student who uses a computer to produce work for assessment is responsible for ensuring that:

• there is an alternative system available in case of computer or printer malfunction or unavailability.
• hard copies of the work in progress are produced regularly
• each time changes are made the work is saved onto a back-up file. The back-up file should not be stored with the computer.

Declaration

Students are required to read and understand these VCE Assessment Rules and they will be required to sign the VCE Enrolment Form (completed at the beginning of each year in the Senior School) declaring that they have done so.

23/04/2014