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.
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MECS SENIOR SCHOOL

Mount Evelyn Christian School is a registered, independent Kindergarten to Year 12 school operated by the Association of Parents for Christian Education, Mount Evelyn. The school, which opened in 1973, provides a comprehensive, Christian education. The Association elects a Board of Directors, who determines general school policies. The School Principal and teaching staff are responsible for the operation of the school. We currently have 560 students enrolled from Prep to Year 12. The Senior School, Years 10, 11 and 12, is one of the three sections within the school and operates in its own upper school location.

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.

The Senior School provides opportunities for students to develop individual gifts, whether these are academic, artistic, technical or manual from within the context of an educational community striving to be faithful to God in all areas of life.

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

The Senior School provides a range of very valuable and rewarding subjects and units of study. We offer subjects in the humanities, arts, performing arts, social sciences, sciences, and a wide range of vocational subjects. As MECS is not a large secondary college, there can be subject choice challenges. Even so, our students acquire access to a wide range of subjects and they are able to fully meet all prerequisites for entry to tertiary faculties or institutions.

A Unique Perspective

What is unique about the Senior School?

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

MECS’ distinctiveness as a Christian school, of which we are explicit about, is found in the perspective from which we source our teaching.

We are 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 aim/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 predominantly secular religious perspectives with which they will be confronted in tertiary education or in the workforce. Such an approach provides students with a depth of 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

Senior School students are required to undertake quite specific ‘perspectives’ based courses in each Senior School year level. Teachers across all subjects work on developing perspectival, biblically informed insights into their subject area. Whilst stretching students academically and facilitating educational approaches that maximize 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;’ for example, as parents, active citizens in the broader community, employees or tertiary students?

Graduates from our Senior School have entered universities and TAFE colleges, undertaking a wide range of courses including accounting, agriculture, architecture, the arts, business and commerce, computing, engineering, horticulture, the humanities, medicine, science, social work, and teaching. Many of our students have gained acceptance by employers in all areas of the workforce.

Students proceeding to higher education have found that our Senior School has provided an 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.

Many of our students who have left at the end of Year 11 have become real assets to their employers. Some 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 such success reflects the prayerful support of the families these students come from, their faithful service, and the rich and wonderful blessing of God who makes all this possible.
Compulsory Perspective Subjects

**Why Compulsory Subjects?**
Subject selection for Year 11 and Year 12 is designed to facilitate a few 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 option.

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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 know what students need at this level.

**Mr Cliff Blowers** (B Th., Grad Dip Ed, M Rel Stds, M Ed [NICE]) is the Senior School and Navig8 Coordinator, and teaches Year 10 Core Studies.

**Mrs Rosalie Cowan** is the Senior School Secretary.

**Mrs Kara Dean** (B Arts [Art History], Grad Dip Ed [Sec]) teaches Art, Studio Arts, Visual Communication and Graphic Design and Technology.

**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.

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

**Mr Paul Oldman** (B Teach [Sec], B Ed App Sc, Grad Dip Curric Studies) teaches Biology, Health and Human Development.

**Mrs Jenny Park** (B Sci, Dip Ed, Grad Dip [Outdoor Ed], Grad Dip [Sec Studs]) 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.

**Dr Andrew Schmidt** (B Sc, Grad Dip Ed, Grad Dip Curric Studies, M Ed, PhD) is the VET Coordinator.

**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, Literature and English.

**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.
Ranges TEC

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 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.

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 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 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/courses/VET.

What programs are on offer?

Ranges TEC will be offering the following full-time education programs to students in Years 10, 11 and 12.

Year 10 students will participate in an introductory program called iYET (Introductory Year in Experience and Training). This program focuses on providing students with a broad base of vocational skills, essential literacy and numeracy skills and engages students in community projects.

Year 11 students are most likely to complete an Intermediate VCAL program and commence their chosen Nationally Accredited Certificate Program in one of the following areas:

- Aeroskills (Mechanical)
- Building & Construction
- Electrotechnology
- Engineering
- Furniture/Cabinet Making
- Kitchen Operations
- Rural Operations

Year 12 students may complete a Senior VCAL program, complete their Certificate II Program and/or commence a Certificate III Program.

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. For example, students may choose in Year 10 to complete an additional VET in Schools subject on a Wednesday through either Ranges TEC or the Yarra Valley VET Cluster. Likewise, in Years 11 and 12, students may choose to complete a VCE subject (timetable permitting) at another school. While preference will be given to full-time students, part-time options may also be negotiated, subject to available places.

Year 10 – The iYET Program

An Introductory Year in Experience & Training

By the end of Year 9 it becomes clear that some students are better suited to ‘hands on’ learning. The more technical and practical based system of learning offered by Ranges TEC is an educationally sound option for these students. However, with their limited experience, it may be difficult for these students to be sure about which trade area to commit to in Years 11 and 12.

As such, Ranges TEC will offer a unique Year 10 program where students will undertake four introductory trade ‘taster’ programs throughout the year. Each program will complete accredited units from various certificates and will include one week of work experience per program (four weeks in total). These courses are: ‘Working with Food’; ‘Working with Metals’; ‘Working with the Land’; and ‘Working with Wood’.

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Additional components of the Year 10 program will see students involved in a general literacy and numeracy program (higher level numeracy program for those wishing to undertake Aeroskills, Electrotechnology or Engineering certificates in subsequent years), community-based work projects and sport and recreation options.

**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.

The VCAL program allows a strong measure of flexibility so that students can design a study program that suits their interests and learning needs. A VCAL Certificate comprises 10 units from 4 strands and can be made up from VCAL units, VCE or VET programs.

The 4 compulsory strands are:

- Literacy and Numeracy Skills
- Work Related Skills (structured work placement)
- Industry Specific Skills (Trade Training or VET in Schools)
- Personal Development Skills

These areas will be ‘blocked’ into days or parts of days within a weekly timetable.

**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 enables students to integrate that course in with the rest of their weekly program.

Ranges TEC will offer 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 required to have relevance to the chosen area of training. During training the desired requirement for ‘real work’ is the equivalent of one day per week.

Work placements provide excellent opportunities to put into practice the technical and employability skills developed during training. It usually involves a business hosting a young person in the workplace in blocks or one day per week over an extended period of time.

- 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.

Tuition Fees – $7,192.00 for a student from a MECS family.
Materials Fee – $450 pa

**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), Broad Brim Hat/Steel cap gumboots (Rural Operations).

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 two other sites to support the delivery of our learning programs; a Community Farm in Coulsons Road, Monbulk and a Hangar Facility at Coldstream Aerodrome (run in conjunction with Australian Centre for Mission Aviation).
Year 10

Year 10 at MECS is seen as a transitional year from our Middle School to Senior School education.

The transition takes place in a number of ways. The students will experience a change of location and social environment by moving into the Senior School. They also have interaction with other students and members of staff in the Senior School through devotion groups, sport, study and social activities, which is different from the Middle School.

The Year 10 student body is divided into classes, with a homeroom 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 Homeroom Teacher also takes on the pastoral oversight of the students in their Year 10 class.

A more adult atmosphere exists in the Senior School and students work with a different team of teachers in an increasingly subject oriented learning environment. The importance of leading and supporting students to continue to work out their faith in response to many issues and life choices is consistently maintained. Specifically, at Year 10, students investigate a variety of worldviews found in our society. 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.

Another aspect of transition to Senior School work is that there is a difference in 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.

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

To better prepare our Year 10 students for the Victorian Certificate of Education (VCE), students are given a choice of a maximum of two VCE units from a selection of VCE and Vocational Education Training (VET) courses. They are able to choose from 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
• 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 4 – 5) provides Year 10 students with a vocationally (VCAL) directed program as an alternative to VCE.

Overall Assessment for Year 10

To satisfactorily complete the Year 10 Certificate, each student continuing 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).

Study Blocks

First semester – 2
Second semester – 2, 4 or 5, one of Art, History or Science becomes optional.

<table>
<thead>
<tr>
<th>Year 10 Subjects</th>
<th>Units</th>
<th>Semester(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Studies</td>
<td>1 unit</td>
<td>Sem 2 (4 periods)</td>
</tr>
<tr>
<td>Art</td>
<td>1 unit (over the whole year)</td>
<td>Sem 1 (2 periods) &amp; Sem 2 (2 periods)</td>
</tr>
<tr>
<td>Australian History</td>
<td>1 unit</td>
<td>Sem 2 (4 periods)</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>1 unit</td>
<td>Sem 2 (5 periods)</td>
</tr>
<tr>
<td>English</td>
<td>2 units</td>
<td>Sem 1 (5 periods) &amp; Sem 2 (5 periods)</td>
</tr>
<tr>
<td>Koori (Warlpiri) Studies</td>
<td>1 unit</td>
<td>Sem 1 (4 periods)</td>
</tr>
<tr>
<td>Life Management</td>
<td>1 unit</td>
<td>Sem 1 (2 periods)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2 units</td>
<td>Sem 1 (5 periods) &amp; Sem 2 (5 periods)</td>
</tr>
<tr>
<td>(Foundational, General or Methods)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>2 units</td>
<td>Sem 1 (5 periods) &amp; Sem 2 (5 periods)</td>
</tr>
<tr>
<td>Physical Education/Sport</td>
<td>1 unit (over the whole year)</td>
<td>Sem 1 (4 periods) &amp; Sem 2 (4 periods)</td>
</tr>
<tr>
<td>VCE Option</td>
<td>2 units</td>
<td>Sem 1 (5 periods) &amp; Sem 2 (5 periods)</td>
</tr>
<tr>
<td>Worldviews</td>
<td>1 unit</td>
<td>Sem 1 (5 periods)</td>
</tr>
</tbody>
</table>
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 will also research the artworks of Australian Artists and contrast different portraits of land. Students will be required to do a series of short written assignments on these topics.

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

Australian History

Division and unity have been features of Australian history in the Twentieth Century. Within Australia the structures and mores of the society have come under pressure due to external factors. Externally, Australia made a shift from depending on Britain and membership of the British Empire and Commonwealth to being involved in alliances with the USA. Australia increasingly came to see itself as belonging in Asia as the century passed.

In this course we examine two events in the century. Firstly, we look at the place of women in our society during World War Two, and the impact of that time on women’s roles in modern Australia. Secondly, we look at the Vietnam War and our role in that conflict. Here we examine the changing nature of our political involvement in the world, and the impact of this conflict on our Society.

Developmental Psychology

The aim of this course is to provide students with a general introduction to 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 with regard to the contribution of specialist teachers to the thematic curriculum. In 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.

Each unit consists of two modules. The four modules that will be covered in the English program are: Worldviews, In the Beginning, Indigenous people, Beliefs and Experiences, and Relationships.

In VCE the students will face, across the range of the more academic curriculum, 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 after school, 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 should include 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 will 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 will 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. The course 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

The determination of which Maths group a student will be in at Year 10 level is based on Year 9 results or student application to the Maths Coordinator.

- Foundation Mathematics
- General Mathematics
- Mathematical Methods

The Year 10 Mathematics courses each consists of six modules. Each module will involve 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, which are designed to develop problem-solving strategies and the application of maths to practical situations. Some of these involve data gathering.

   Students are expected to produce properly finished work by regularly gaining feedback and reviewing their work accordingly. 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 therefore 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; guided to show independence in the maintenance of their own physical well-being; challenged to broaden recreational bases.

Science

The Year 10 Science program consists of five modules.

Module 1: What is this thing called Science?
Investigates the nature and place of science in our world. It also 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 5: 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.

Service Program
(Part of the Developmental Psychology Program)

One of the aims of this course is to provide students with the opportunity to engage in non-academic ways of learning, both within and beyond the school. Also to provide students with opportunities to participate in service learning programs so that they might be encouraged to contribute to the lives of others through acts of love and service. Another aim is to encourage students to meet with and relate to people in the community with whom they are unfamiliar, in order to extend their interpersonal skills and experience.

Worldviews
As an introduction to Year 10 study, a fairly simple framework for understanding and analysing worldviews is provided, and is developed as the year progresses in more in-depth studies, as well as in other subject areas. The fundamentally religious origin and character of worldview beliefs is also explored. In the words of the school's Educational Creed, "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: Who am I? (Who are we?) What do I (we) believe? What is the nature and purpose of human life? 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 hedonism, materialism, humanism, pragmatism, and raises the question as to whether there is a particularly Australian worldview. This investigation is conducted by means of case studies exploring films such as Billy Elliott, Seven Years in Tibet, The Castle, and Gallipoli.

Year 10 Optional Subjects

Students may choose to complete an optional 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 (see below for descriptions) or VCE VET subjects (see pages 14 and 15 for descriptions). 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. See page 13 for further information.

Dance (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.

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.

Drama

Unit 1: Dramatic storytelling
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. Students examine storytelling through the creation of solo and/or ensemble devised performance/s and manipulate expressive skills in the creation and presentation of characters. Students also gain an awareness of how performance is shaped and given
meaning. They investigate a range of stimulus material and learn about stagecraft, theatrical conventions and performance styles from a range of social and cultural contexts. This unit also involves analysis of a student’s own performance work and analysis of a performance by professional and other drama practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism.

**Unit 2: Creating Australian drama**
This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating performance and examine performance styles from a range of cultural and historical contexts. Students’ knowledge of how dramatic elements are enhanced or manipulated through performance is further developed in this unit. This unit also involves analysis of a student’s own performance work as well as the performance of an Australian work.

**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 develop their musicianship skills and apply this knowledge when preparing and presenting performances.

**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.

**Outdoor and 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.

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

**Unit 2: Discovering outdoor environments**
This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments.

In this unit students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles 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. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.
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 students’ 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.

Are there costs involved in VCE VET Courses?
All VCE VET courses attract a $250 surcharge and may also involve further cost for materials (a set of knives for Hospitality) or uniforms (Hospitality and Building and Construction).

For courses that are very expensive, MECS will pay the first $800 for its students, but any further costs are the responsibility of the family.

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.


Optional VCE VET Certificates

Cert II in Acting Film and TV – Lilydale High School
Cert I in Aeroskills (Mechanical) – Ranges TEC
Cert II Animal Studies – Lilydale High School
Cert II in Automotive Technology – Yarra Hills Secondary College
Cert II in Building & Construction – Ranges TEC or Mount Lilydale Mercy College
Cert III Children’s Services – Box Hill TAFE
Cert II in Community Services – Box Hill TAFE
Cert II Electrotechnology – Ranges TEC
Cert II in Engineering – Ranges TEC
Cert II in Equine Industry – Box Hill TAFE
Cert II in Furniture Making – Ranges TEC
Cert II in Hairdressing – Healesville Living & Learning Centre
Cert II in Horticulture/Rural Ops – MDCS/Ranges TEC
Cert II/III in Hospitality (Kitchen Ops) – Ranges TEC
Cert II/III in Information Technology* – Lilydale Heights Secondary College
Cert III in Interactive Digital Media* – Lilydale High School
Cert II in Make-Up & Skin Care – Healesville Living & Learning Centre
Cert III in Music (Technical Production) – Lilydale Heights Secondary College

* 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 14 – 15 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 I – Aeroskills (Mechanical)**
Certificate I in Aeroskills Training is designed for people who want to train as aircraft maintenance engineers (mechanical). Students will learn how to construct, repair, overhaul, test and troubleshoot aircraft engines and associated systems. Parts of this course will be conducted at the Ranges TEC purpose built hangar at the Coldstream Airfield in conjunction with the Australian Centre for Mission Aviation (ACMA).

**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 – 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 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 hour’s 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 elective 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
VCE VET Certificate Descriptions

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 contribute towards this certificate.

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 peruse 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.
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, i.e. to maximize 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.
**VCE Unit 1 and 2 Subjects**

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 has been to maximise the range and choice students have.

What to do when you find choice clashes?
1. Reconsider their 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/publications/index.htm](http://www.vtac.edu.au/publications/index.htm) it is often found that (or even recommendation) 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.

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**Selecting VCE Unit 1 and 2 Subjects**

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. The Unit 3 and 4 subjects for 2013 are likely to be: Drama, Studio Arts, Health and Human Development, Outdoor Education, Visual Communication and Development and Music Performance.

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**Compulsory Subjects**

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>Religion and Society (Ethics)</td>
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<tr>
<td>OR</td>
<td>Texts and Traditions</td>
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</tbody>
</table>

**Other Subjects**

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units 1 &amp; 2</td>
<td>Business Management</td>
</tr>
<tr>
<td>Units 1 &amp; 2</td>
<td>Dance</td>
</tr>
<tr>
<td></td>
<td>(Classes held at Luther College)</td>
</tr>
<tr>
<td>Units 1 &amp; 2</td>
<td>Drama</td>
</tr>
<tr>
<td>Unit 1</td>
<td>History: Twentieth Century History</td>
</tr>
<tr>
<td></td>
<td>(since 1945)</td>
</tr>
<tr>
<td>Unit 2</td>
<td>History: History: People and Power</td>
</tr>
<tr>
<td>Units 1 &amp; 2</td>
<td>General Mathematics</td>
</tr>
<tr>
<td>Units 1 &amp; 2</td>
<td>Legal Studies</td>
</tr>
<tr>
<td>Units 1 &amp; 2</td>
<td>Mathematical Methods</td>
</tr>
<tr>
<td>Units 1 &amp; 2</td>
<td>Music Performance</td>
</tr>
<tr>
<td>Units 1 &amp; 2</td>
<td>Physical Education</td>
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<tr>
<td>Units 1 &amp; 2</td>
<td>Physics</td>
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<tr>
<td>Units 1 &amp; 2</td>
<td>Psychology</td>
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<tr>
<td>Units 1 &amp; 2</td>
<td>Studio Arts</td>
</tr>
<tr>
<td>Units 1 &amp; 2</td>
<td>Visual Communication and Design</td>
</tr>
<tr>
<td>VCE VET</td>
<td>(see pages 16 - 18 for available options)</td>
</tr>
</tbody>
</table>
VCE Unit 1 and 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-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

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.

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.

Drama
Unit 1: Dramatic storytelling
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. Students examine storytelling through the creation of solo and/or ensemble devised performance/s and manipulate expressive skills in the creation and presentation of characters. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, theatrical conventions and performance styles from a range of social and cultural contexts. This unit also involves analysis of a student's own performance work and analysis of a performance by professional and other drama practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism.

Unit 2: Creating Australian drama
This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating performance and examine performance styles from a range of cultural and historical contexts. Theatrical conventions appropriate to the selected performance styles are also explored. Student's knowledge of how dramatic elements are enhanced or manipulated through performance is further developed in this unit. This unit also involves analysis of a student's own performance work as well as the performance of an Australian work.

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, the Victorian court hierarchy, and the process of making laws through Parliament. It focuses on the role of police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions that are available to the criminal courts. In addition, students explore the concepts of fairness and justice within the criminal justice system.

Unit 2: Civil law and the law in focus
This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims within our legal system available to enforce the civil rights of our citizens. As well as the judicial procedure to resolve civil disputes, the unit also investigates the alternative avenues of dispute resolution and their effectiveness. This unit provides students with the opportunity to explore a specific area of law and to analyse contemporary legal issues.

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.

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.

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.

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.

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.

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual’s access to outdoor experiences and relationships with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2: Discovering outdoor environments
This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments.

In this unit students study nature’s impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles 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. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

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 understanding 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.

Physics

Unit 1
This unit focuses on the study of physics as a human endeavour in which observations and ideas about the physical world are organised and explained. Students learn about the use of conceptual models to describe and explain observed physical phenomena. These models are developed within contexts that are familiar to students and relevant to their experiences. The use of simple mathematical modeling, including calculations, to organise data and make predictions is introduced. Computer and/or graphics calculator programs are employed to analyse data. Students are also given extensive and regular experimental work in the laboratory starting with simple observations and measurements. A quantitative investigation involving the collection and analysis of sufficient data points for at least one independent variable will be undertaken.

Unit 2
The students’ understanding of physics is further developed through the application of models to more complex phenomena. Newtonian ideas of motion already studied as part of the general science curriculum are extended to 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
Ethics investigates morality; it involves reflection on what ‘right’ and ‘wrong’, ‘good’ and ‘bad’ mean when applied to human decisions. Ethics is particularly concerned with the justification for moral choices – the argument and reasoning behind them. The cumulative effect of decisions made by individuals and groups determines the quality of individual’s personal, social and business life, the health of the environment and ultimately the very future of the world.

The areas of study in this unit are: Ethical Methods; Ethics and Religions; and Ethical Issues. For this unit students are required to demonstrate achievement of three outcomes: to be able to discuss in an informed way the ideas and principles that are associated with ethics and moral decision-making in a pluralist society; to be able to critically discuss values that are upheld by two or more religious 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.

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 the texts shape, and are shaped by, the content of the message contained in them. This unit will be based on a range of texts from one or more traditions.

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.
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
and/or
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 Education
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 14 - 15 for options available)

**VCE Unit 3 and 4 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.

**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 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 inherited 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. Unit 4 comprises the two other 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
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.

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.
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.