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.
Welcome to the Senior School!

Hi, my name is Karissa Esselbrugge. I am the Assistant Principal of the Secondary School and I want to personally welcome you to your Senior Secondary education at MECS.

I am so pleased that we are going to be journeying alongside you during your final years of schooling. All of your teachers, and the administration staff, are here to ensure that your transition into Senior Secondary education and the VCE is a smooth one. You are so valued and important to us.

I am aware that some of you may be feeling a little anxious about the next few years of your schooling life; it is that time when people really start asking questions about your future directions. Be assured that each of you will be at different points along that journey. Not all of you will know what you want to do in the future, and that’s okay. However, I also want to let you know that Senior Secondary education will require hard work, tenacity and dedication. You will be stretched and challenged in many ways, but I assure you, this time of your life will be character forming and life changing.

This booklet has been specifically designed to give you all the information you need to know about your subjects and course requirements for the next few years. It will assist you in selecting subjects for Years 10, 11 and 12. It will give you information about different pathways that you could select for completing your final years of schooling, and it will introduce you to some of the teachers and coordinators that will be here to help you along the way.

All the best as you begin this journey of Senior Secondary education. I look forward to meeting you, chatting with you and walking alongside you in the coming years. My office is always ‘open’ and I encourage you to come and say ‘Hi’ at any time. May God bless you and guide you as you seek His will for your life over the coming years.

All the best.

God Bless and Happy Reading!
Mrs Karissa Esselbrugge (B Arts, B Ed, Grad Dip Ed [NICE]) is the Assistant Principal of the Secondary School.

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

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

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

Mrs Anne-Maree Forbes (Grad Dip Ed [Phys Ed]) teaches Year 10 Health and Phys Ed.

Mr Nathan Hunter (BA, B Theology, M Theology, Grad Dip Ed Sec) teaches Year 10, VCE History, Religion and Society and Text and Traditions.

Mrs Shannon Jenkins (BA Physiology, Sociology, Dip Ed [Sec SOSE, Psychology]) teaches Psychology.

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

Mrs Amelia Koole (BA [English and Fine Arts], Grad Dip Ed, Grad Dip Christian Ed, Cert IV in Training, Assessment and Education, Grad Cert in Career Development), is the Careers Coordinator, VET Coordinator and Year 10 Coordinator.

Mrs Ella Livett (B Sci [Psychology/ Psychophysiology]) teaches Year 10 Maths.

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

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

Ms Sharon Payze (B Ec, Grad Dip Ed, Grad Dip [Accounting], M Ed [NICE]) teaches Philosophy of Ideas, Legal Studies and Year 10 Cultural Studies and English.

Mr Tim Payze (BA (Rec), B Th, Grad Dip Ed, M Ed [NICE]) teaches Religion and Society.

Mrs Natalie Peeler (BA, B Ed (Primary)) teaches Aboriginal Studies.

Mr Adam Radke (BA [Hons]), Grad Dip Ed teaches Business Management and Psychology.

Mr Paul Scott (B Eng [Hons], Grad Dip Ed) teaches Maths, Physics and Year 10 Science.

Miss Jacqui Stok (B Eng [Hons], B Sci, Grad Dip Ed, M Ed [NICE]) teaches Maths.

Mr Truyen Duc Tran (B Sci, Grad Dip Ed [Sec]) teaches Year 10 Science and Year 11 Biology.

Mrs Emma Tresidder (B Sport & Outdoor Rec, B Ed [Sec]) is the Senior School Coordinator and teaches English, Physical Education and Year 10 Health.

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

Mr Jonathan Wouters (BA, Grad Dip [Sec]), Grad Dip [NICE]) teaches English.

Mr Tim Wright (B Mus, B Ed, Grad Dip [NICE]) teaches VCE Music Performance.

Mrs Val Torney is the Senior School Secretary.

Mrs Michelle Smith is the VASS/VCE Exam Coordinator.
Senior Secondary Education at MECS

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

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

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

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

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

We hope that as you read through this booklet you will get a sense of our attitude toward the senior school years - of our understanding of the demands of VCE, and how we recognise that there is more in life to learn than academics.

We hope you get a taste of how we view each child as valuable and wonderfully created and that our goal is to assist each of them in reaching their God-given potential and preparing them for a life of discipleship and work in God’s kingdom.

A Unique Perspective

What is unique about the MECS Senior School?

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

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

MECS is not unusual in having a religious perspective. All schools reflect, in their teaching and learning, a fundamental commitment either to God or to a god-substitute, something within creation that is elevated to a place of idolatry instead of God.

In preparing students for further education we seek to prepare and equip our students for learning and living in secular (educational) environments. We strive to enable our students to become aware of, and expose, the idolatry of the different perspectives with which they will be confronted in tertiary institutions or in the workforce. Such an approach provides students with an in-depth understanding and insight into the way in which their studies fit together, and provides an excellent preparation for them in their tertiary education and work life choices.
About the Senior School

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

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

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

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

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

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.

Years 11 and 12 – Compulsory Perspective Subjects

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

The compulsory study for all Year 12 students is Philosophy of Ideas (POI). If students we enrolled in Text and Traditions Units 3 and 4 or Religion and Society Units 3 and 4, they may request an exemption.

Careers Services

You will have access to career support during all of your years in the SS. Some of these services include:

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

All students are able to access a wide range of resources from the Careers Corridor, including University and TAFE course guides, pamphlets on a wide range of careers, useful websites, the Job Guide, VTAC publications, Gap Year options, scholarship information and more.
Welcome to Year 10!

If you are reading this handbook because you and/or your family have made the decision to join us at MECS for Year 10, I would like to extend a very warm welcome to you.

My roles include Year 10 Coordinator, Careers Coordinator and VET in Schools Coordinator. This means that we will see quite a bit of each other and I will be someone that you can go to for support if needed. Some of the things that I will be able to help you with include:

- subject selection
- understanding the VCE and VCAL
- development of long and short term goals
- the different pathways you can take to reach your long term career goals
- personal issues that are affecting your life at school
- strategies/plans for overcoming these issues and achieving your goals
- Work Experience
- VET in Schools courses

Please remember that at all times your subject teachers are there to help you learn some really interesting things and to help you achieve your goals. Don’t be afraid to ask for some clarification if you don’t understand something the first time.

If you have any other questions, please don’t hesitate to come and see me or email and I will do my best to answer them or direct you to someone else who I think could do so better. My email address is akoole@mecs.vic.edu.au.

I look forward to partnering with your parents and other teachers to help you discover more about your skills, interests, personality and the importance of taking responsibility for your own learning and self-development. This is a very important process that will put you in a better position to make informed choices about your future learning and work-life.

Mrs Amelia Koole
Year 10 Coordinator
Careers Coordinator
VET in Schools Coordinator

There are two main options for Year 10 Studies through MECS: 1. Year 10 at MECS or 2. Year 10 at Ranges TEC, Lilydale (Ranges TEC is a campus of MECS offering a hands-on approach to senior secondary studies). A full description of the Year 10 program at MECS can be found on Page 8 and a diagram of potential pathways can be found on Page 9.

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

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

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

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

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

To better prepare our Year 10 students for the Victorian Certificate of Education (VCE), students are given the opportunity to study a VCE unit from a selection of VCE and Vocational Education Training (VET) courses, including Drama, Studio Arts and Psychology 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 VETiS courses on offer are listed in the VETiS section.

In Year 10 there are three pivotal ‘out of school’ experiences: the Centre Trip (explained below), Transition Education Week, and two weeks of Work Experience.

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

A highlight of the MECS integrated camps program is the annual Year 10 trip to the Yuendumu aboriginal settlement in Central Australia, where students experience in a practical way the culture and language of Australia’s original inhabitants, alongside the wonders of creation in the Red Centre. Living together as a community for 16 days and being confronted by ‘developing world’ living conditions means that the trip is invariably a growing experience for all students.

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

How the Senior School Operates...

Devotions

Devotions takes place in the first 15 minutes of each day. You will be assigned a Devotions teacher and a small group that will include a mix of students from Years 10, 11 and 12. In Devotions, the teacher may lead you to think about some aspects of the Bible and how you might be able to apply these to your life. You will have the opportunity to have lots of discussion about things like this. Usually this will finish with some prayer and include time to mark the role and hand out any notices or letters. Your devotions teacher is there for you personally too.

Class Time

You will go to a different classroom and have a different teacher for almost every subject. This means that you will need to have your timetable with you at all times, especially at the start.

Study Periods

You will have some personal use time during the week to revise what you learnt in class or to work on assignments. It is important that you start developing some good habits early in managing this time as this will set you up well for Year 11 and 12. You will be expected to be in the Study Centre for all of these study periods. These will be supervised by a teacher in case you would like any assistance.

Assessment Tasks

For any given subject you may be required to complete a number of tasks. All of these tasks are equally important. You will be assessed with a mark (eg A,B,C or a percentage) and/or an S or an N. S stands for Satisfactory and N for Not Satisfactory. You need to get an S for all your tasks to pass (or get an overall S for the unit. If you get an N for one task, you will get an overall N for that unit.

If you get an N for a task, you will have the opportunity to talk to your teacher about what needs further work and then you get the chance to redo it and hand it in again.

Each subject is split into two units. One unit represents one semester (half year).

Overall Assessment for Year 10 / Year 10 Pass

The minimum requirement to get a Year 10 pass involves getting an overall S (Satisfactory Completion) for 8 subject units including at least 1 unit of English and 7 units from: Mathematics, Science, Cultural Studies, Health and Physical Education, Arts Elective or Aboriginal Studies. In order to demonstrate that you are ready for VCE, however, we would expect that you pass all of your units.

A Year 10 pass is very important because it is like a passport to lots of further study options. These include VCE, VCAL and TAFE courses. Without a Year 10 pass, it is very difficult to gain acceptance into these study programs. The completion of one of these programs is very important in giving you more choice in terms of your future career options.
Year 10 Program

Year 10 Subject Information

The following pages include the information that you may require to make your VCE/VETiS/Life Skills subject choices.

If you have any questions about your subject choices for next year, please email Amelia Koole (akoole@mece.vic.edu.au) or pop up to the Senior School office and make an appointment to see her. Another option is to speak to any of the students that you met/heard from during your subject information session at the start of Term 3.

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<thead>
<tr>
<th>Year 10 Subjects</th>
<th>Sem 1 &amp; 2 (periods)</th>
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<td>Aboriginal Studies</td>
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<td>Arts Elective</td>
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<tr>
<td>Careers &amp; Study</td>
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<tr>
<td>Cultural Studies</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>5</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>Sport/Performing Arts</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
</tr>
<tr>
<td><strong>Life Skills or VCE/VET Subject</strong></td>
<td>5</td>
</tr>
</tbody>
</table>

*Students must apply for this option
**Year 10 VCE/VETiS/Life Skills**

**Year 10 Wednesday Afternoon**

All Year 10 students will be automatically enrolled in the Year 10 Life Skills Program on a Wednesday after recess. Please see page 10 for a description of this.

However, students who wish to extend themselves academically or vocationally may instead apply to undertake a VCE subject from the list of subjects available to Year 10s on page 12 or a VET in Schools course (Information on pages 13-19) on the Wednesday afternoon.

Participation in the VCE or VETiS units will allow Year 10 students an opportunity to experience the demands and process of the VCE.

Students will need to go through an application process to be considered for the VCE or VETiS option. Application forms will be provided to students and additional forms will be available from the Senior School Office.

**Potential Pathways after Year 9**

- **Year 10 VCE/VETiS/Life Skills**
  - VCE subject
  - VETiS course
  - Life Skills program

- **Year 10 VCAL Taster Program**
  - @ Ranges Tec

- **VCE @ MECS**

- **VCAL @ Ranges Tec**

- Employment / Apprenticeship / Traineeship Workplace Learning

- Tafe Certificate II/III/IV, Diploma, Advanced Diploma

- University
Life Skills Program

Most Year 10 students will do this program on a Wednesday after recess. It will include an extra, supervised opportunity to study and catch up on homework from other subjects.

During this time we will also provide some useful training and community service activities in a range of areas. These may include but are not limited to: first aid training, barista training, food handling, car maintenance, driver education. As much as possible we will try to meet the needs and interests of the group.

Benefits of the Life Skills Program:

- Students will receive valuable life management and study skills
- Students may obtain qualifications that will assist them in looking for paid work

Suitable for:

- All Year 10 Students
Selected VCE subjects are available to Year 10 students who wish to fast track their VCE.

Doing a VCE subject in Year 10 will require an extra time/study commitment from students at a year level above what would normally be expected of them.

Year 9 students will be required to complete an application form (provided to students and available from the Senior School office) expressing their interest in studying one of the VCE subjects below at Year 10. It is important that applying students have demonstrated sufficient aptitude and attitude to study at Year 9 level. As part of the application, students will be required to ask a Year 9 teacher to sign a section of the form that states that they determine, based on their behaviour and academic ability in class so far, that they will be suited to doing a VCE subject in Year 10.

In the event that the Year 9 teacher feels that they cannot sign this, a meeting may be arranged with the student, parents and relevant staff to discuss the situation further.

VCE subjects available at Year 10:

at MECS
- Drama Units 1 & 2
- Studio Arts Units 1 & 2
- Psychology Units 1 & 2

at External Schools
Mountain District Christian School (MDCS)
- Outdoor and Environmental Studies Units 1 & 2
Victorian School of Languages
- VCE Language (eg. French, German etc) Units 1&2
Distance Education Centre Victoria.
- Range of Unit 1 and 2 subjects available

Note about subjects at external schools: extra fees apply, families must supply own transport, please see Roger Fernando, the VCE Coordinator, for more information about these subjects.

Benefits of starting the VCE in Year 10 include:
- Get a taste of the VCE requirements, regulations and work load
- May be offered the chance of continuing on and completing a Unit 3&4 sequence in the same or different subject (selected subjects can be completed at Unit 3&4 level without doing the corresponding Unit 1&2 units first). Offers depend on a number of factors including student academic ability, student behaviour and timetabling. (See p 21 for a description of how the VCE works)

Suitable for:
- Students who are performing well academically and have shown consistent commitment to their studies in Year 9
- Students who have a particular interest in the subject area

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Page Reference for full Course Description for 2016 Year 10 VCE Optional Subjects

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<tr>
<th>Subject</th>
<th>Units</th>
<th>Location</th>
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<tbody>
<tr>
<td>Drama</td>
<td>Units 1 &amp; 2</td>
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<tr>
<td>Studio Arts</td>
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<tr>
<td>Psychology</td>
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<td>45</td>
</tr>
<tr>
<td>Outdoor &amp; Environmental Studies</td>
<td>Units 1 &amp; 2</td>
<td>MDCS</td>
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<tr>
<td>Victorian School of Languages</td>
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<td>49</td>
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<tr>
<td>Distance Education Centre Victoria</td>
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</tbody>
</table>
VETiS subjects are available to some Year 10 students who wish to Fast Track their VCE

Doing a VET in Schools (VETiS) subject in Year 10 will require an extra time/study commitment from students in addition to their normal Year 10 load. While not as academically challenging as a VCE subject (VET subjects are designed to be more "hands on"), students will need to plan their study time carefully to keep on top of all their Year 10 subjects.

Year 9 students will be required to complete an application form (provided to students and available from the Senior School office) expressing their interest in studying one of the VETiS subjects at Year 10. It is important that applying students have demonstrated sufficient attitude to study at Year 9 level. As part of the application, students will be required to ask a Year 9 teacher to sign a section of the form that states that they believe, based on their commitment to studies in class so far, that they will be suited to doing a VETiS subject in Year 10.

In the event that the Year 9 teacher feels that they cannot sign this, a meeting may be arranged with the student, parents and relevant staff to discuss the situation further.

Benefits of studying a VETiS course:
- Get a taste of the VCE/VCAL requirements, regulations and work load.
- Have the option to continue on and complete a Unit 3&4 sequence in that same subject in Year 11. This may be helpful for students wishing to complete six subjects at Unit 3 and 4 level but who do not want the pressure of undertaking six subjects at once in Year 12.
- Enables students to complete a nationally recognised vocational qualification (eg Certificate II in Hospitality) and credit towards their VCE or VCAL certificate at the same time.

Suitable for:
- Self-motivated students who enjoy learning in a hands on way
- Students who are interested in following a pathway into an industry area related to one of the VETiS course offered
- Students who have a personal interest in the subject area
VET in Schools - VETiS

What is VETiS?

Vocational Education and Training in Schools refers to enhanced senior school studies, which enables a secondary student to combine their senior school studies with vocational training.

Features of VETiS

- It is a two year program combining senior school studies and accredited vocational education and training
- Enables students to complete a nationally recognised vocational qualification (e.g., Certificate II in Hospitality) and a senior school certificate (VCE/VCAL) at the same time
- Allows a student to go directly into employment or receive credit towards further vocational training TAFE study
- Focuses on students developing industry specific and workplace skills
- It is a vocationally oriented school program designed to meet the needs of industry

How does VETiS work?

A VET in Schools program is usually made up of:

- VET units of competency: Delivered by a registered training organisation (RTO) (e.g., TAFE), student’s school or another school close by.
- Structured workplace learning: This involves an employer accepting a student on a one day a week basis or one week block (usually the latter). Structured workplace learning enables the student to demonstrate acquired skills and knowledge in an industry setting. During the work placement, a student will have specific tasks to undertake in order to demonstrate competence. They will be regularly monitored and may be assessed on the job.

Contribution to the VCE

With the exception of English, there is no limit on the VET programs that may contribute to satisfactory completion of the VCE. VET may be fully incorporated into the VCE as VCE VET or Block Credit Programs.

VCE VET Programs:

- Are fully recognised within the Units 1-4 structure of the VCE
- Have equal status with other VCE studies
- May offer scored assessment and provide a study score (selected programs only)
- Which are scored, contribute directly to the ATAR, either as one of the best four studies (the primary four) or as a fifth or sixth study
- Which are unscored and offer a Unit 3 & 4 sequence, provide an increment towards the ATAR (10% of the average of the primary four scaled studies)
Block Credit VET programs

Students who undertake VET programs not included in the suite of approved VCE VET programs may be eligible for credit towards their VCE. VTAC may award students who receive a Unit 3 & 4 sequence through Block Credit recognition a 10% increment towards their ATAR (subject to VTAC policy).


What are the benefits of VETiS?

VETiS increases students’ learning potential

- Broadens VCE/VCAL options
- Develops student’s capacity to make decisions and solve problems
- Helps students to gain confidence and improve communication and interpersonal skills through learning in an adult environment
- Fosters positive feedback by enabling students to demonstrate specific skills and competency
- Matches student interests and career directions through the provision of strong pathways.
- VET gives national qualifications and skills
- Upon successful completion of the program, students are awarded a nationally accredited vocational training certificate or Statement of Attainment
- VET qualifications may articulate directly into further education and training at TAFE through documented pathway agreements
- VET provides access to a range of different technologies related to the type and place of work.

VETiS prepares students for the workforce

- Multiplies post-school opportunities
- Provides the opportunity to trial a career
- Helps students explore possible areas of interest which promote further study and work choices
- Allows a student to develop strong links with industry and local community employers, i.e. students may be offered part time/casual work
- Improves employment prospects
- Helps students gain knowledge of employer’s expectations and real working conditions
- Develops their capacity for co-operation, teamwork and leadership skill development
- Assists in transition from school to work.

Where and when are VETiS Courses held?

The list on pages 17-18 describes the VETiS options that are offered in 2017 including the location. MECS is part of a group of schools called the Yarra Valley VET Cluster. The Cluster is committed to keeping costs as low as possible for schools and families. We encourage our students to consider Ranges TEC as a first choice where appropriate as they will continue to receive teaching from Christian role models in a high quality learning environment. Most students in VETiS programs are away from MECS for a half day per week, usually Wednesdays, between 11.00am and 5.00pm. There are always a few exceptions to this so please refer to the course brochures for clarification and/or speak to the VETiS Co ordinator.
VET in Schools - VETiS

The process for choosing a VETiS course

Around the beginning of Term 3, students will be given information about the VETiS courses offered. They will be given time to research and consider their preferences. Following the Year 10 and VCE Information Evenings in early August, students may apply for a VET course. Once the Yarra Valley VET Cluster Coordinators have determined which VETiS courses can be formally offered (based on numbers and resources), a confirmation of courses and places are given to students around mid-late October (occasionally later if there are issues). Not all students will receive confirmation at the same time.

Upon confirmation, students will receive a package including a Yarra Valley VET Cluster Enrolment Form. (RTOs running the courses will also require their own enrolment forms to be completed. These should be returned within two weeks.)

Students wishing to undertake VETiS at a TAFE provider (such as Box Hill Institute) should contact the VETiS Coordinator, Mrs Koole, who will apply on their behalf.

Students will be required to attend an orientation session in early December.

Where can I go to find more information about the VETiS courses?

Brochures with detailed information about each VETiS course offered in 2017 will be made available to students in hard copy from the Senior School office around the beginning of Term 3, at the Year 10 and VCE Information Evenings and electronically via the MECS website: School Life > Senior School > under the The VETiS program. You may also email the VETiS Coordinator who can email you an electronic version.

Occasionally last minute changes occur in VETiS courses that are out of our control. If so, you will be contacted by the VETiS Coordinator if your child has expressed an interest in a course that has changed in any way.


Where to get help about choosing a VETiS course

Help with subject selection can be obtained from the VETiS Coordinator/Careers Coordinator, Amelia Koole (email akoole@mecs.vic.edu.au or call via the school to make an appointment). It can also help to talk to students who are currently doing the course and read any information given carefully.

What costs are involved in the VET courses?

All VETiS courses attract extra costs. These are split into three categories: Tuition Fees, Materials Fees and Uniform costs.

Tuition Fees: MECS will contribute $1500 towards the Tuition Fee at Ranges TEC and $1000 towards the Tuition Fee at all other schools/course providers. Where the Tuition Fee is higher than this, parents will be asked to make up the difference (at this stage, in most instances this scenario will only apply to students doing courses at Box Hill Institute).

Materials Fees: All VET in Schools courses also incur a Materials Fee. This fee varies widely. In 2016 Materials Fees ranged from $90 to $1298. A list of Materials Fees for courses offered will be available on the MECS website along with the course brochures.

Uniform costs: Some VET course providers require students to purchase a uniform. This information can be found on the course brochures.

Please email Amelia Koole if you would like a summary of the costs of a particular course.

Tuition and Materials Fees are payable to MECS. An invoice will be issued on confirmation of the student’s place in the course.
What if my child changes their mind?

If a student decides to withdraw from the course **before the end of 2016** (eg after the orientation session), a **full refund** will be given for any fees paid.

If a student withdraws **after the commencement of 2017 but before the end of February**, any money paid will be refunded minus **$50 (administration fee)**.

If a student withdraws **after the last day of February, 2017, there will be no refund of money paid and any outstanding fees will still need to be paid**. After the last day of February, the host schools will bill us for the Materials and Tuition Fees and we will be asked to pay the full amount regardless of whether the student is still enrolled. As we see this as a poor use of our resources, we will also require you to contribute a percentage of the cost incurred by the school if your child withdraws or refuses to attend, without a sufficient reason.

Students who wish to change from a VETiS course to another VETiS course will need to consult with the VETiS Coordinator as to the availability of places. Students wishing to change from a VETiS course to a VCE subject will need to consult the VCE Coordinator or the VETiS/Careers Coordinator who will discuss the proposal with the relevant subject teacher.

Students withdrawing from a VETiS course will need to fill out a Withdrawal Form available from the VASS Coordinator in the Senior School office. This form requires signatures from parents, teachers and coordinators.

How will my child get to their VETiS course?

Travel arrangements to and from the VETiS courses are the responsibility of the parents. Many families arrange for their children to catch public transport beginning with a bus from York Road at the bus stop nearest to MECS. Parents may choose to car pool. In the last few years, MECS has provided a bus to take students to Ranges TEC. While this is likely to continue, confirmation will be given towards the end of 2016.

**VETiS Courses offered in 2017**

*(full course descriptions on Pages 18 to 19)*

- Certificate II Information Technology – Lilydale Heights Secondary College
- Certificate III Media (Interactive Digital Media) – Mount Lilydale Mercy College
- Certificate II Music – Billanook College
- Certificate II Retail Cosmetics – Healesville Living and Learning Centre.

**Courses at Box Hill Institute**

Students may elect to do VETiS courses at Box Hill Institute (BHI). Many of their courses are now available at the new Lilydale Lakeside Campus. These courses usually attract higher costs than courses within the Yarra Valley VET (YVV) Cluster but they do have a large range of options. Students may be directed there if a similar course in the YVV Cluster is too full. Information about BHI’s courses can be found in the “VETiS 2017 Guide” downloadable off their website at: www.boxhill.edu.au/our-courses/vetis.

Students who wish to apply for a course at Box Hill Institute will need to see Mrs Koole who will apply on their behalf with written permission from a parent.
Certificate III Acting (Screen)
Delivered by the Australian College for Dramatic Arts at Lilydale High School.
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.
Times: First Year - 1-4pm, Second Year - 4-7pm.

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

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

Certificate II Automotive
Healesville High, Yarra Hills or Ringwood Trade Training Facility
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 (full completion of pre-apprenticeship)
Ranges TEC
This certificate will provide participants with the knowledge and skill development to enhance their employment prospects within the Building and Construction industry. As this is a full completion of the pre-apprenticeship, employment opportunities will be enhanced, however longer hours are required. This would suit someone seriously interested in a Building and Construction pathway. Students may wish to undertake this course as part of their MECS Year 10 program but would find it ideal to transfer to Ranges TEC in Year 11 as it runs all day on a Thursday for the second year of the course.
Times: First Year: All day Wednesday, Second Year: All day Thursday.

Certificate II Building and Construction (partial completion of pre-apprenticeship)
Mount Lilydale Mercy College
This certificate will provide participants with the knowledge and skill development to enhance their employment prospects within the Building and Construction industry. As this is a partial completion of the pre-apprenticeship less hours are required. This may suit students wanting to do this course as part of their VCE program as it is offered on a Wednesday afternoon.

Certificate II Engineering Studies
Ranges TEC
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 Hairdressing
Healesville Living and Learning Centre
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.
VETiS Course Descriptions

Certificate II Horticulture Studies
Ranges TEC
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 III in Interactive Digital Media (multimedia)
Mount Lilydale Mercy College
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 Hospitality (Kitchen Operations)
Ranges TEC
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.

Times: First Year: Wednesday afternoon, Second Year: Thursday after school.

Certificate III in Music
Billanook College
The general purpose of this program is to provide the skills, knowledge and attitudes for training in the music industry. This training will provide the skills and knowledge in a broad range of basic music related tasks and provide the foundation to enter the industry at entry level. Many of the skills and knowledge attained are transferable to other industries.

Certificate II Retail Cosmetics
Healesville Living and Learning Centre (one year course only – Certificate II achieved after one year with no option of doing a Unit 3 & 4 (VCE credit) sequence).
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.
Welcome to the Victorian Certificate of Education (VCE) Program

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

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

While at MECS we consider good ATAR results important, they are not the only measure of schooling success. We are equally concerned about how well our young people fit into their community, how well they would perform in a work place, what sort of partners they will be to a future spouse and a host of other roles. In short, how they are prepared for a fully-ordained worship of God. Our other concern about VCE results is that they only seem to reward those who are academically gifted. When the VCE was first mooted back in 1985 in the “Blackburn Report”, we were pleased because the certificate was put forward as one that could be achieved by all students (not just the academically gifted) if they were prepared to work hard. However, our tertiary institutes have hijacked this noble vision so that today, rather than the gaining of the VCE certificate being seen as a success, it is the value of the ATAR that determines the success of a person’s VCE.

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

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

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

We look forward to journeying alongside you as you embark on this journey of the VCE. Well done on your achievements thus far.

Dr Roger Fernando
VCE Coordinator
VCE

Victorian Certificate of Education (VCE)

Satisfactory completion of the VCE

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

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

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

Students need to satisfactorily complete a minimum of three sequences of Units 3 and 4 studies in addition to the English option 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.

Year 10 and 11 students are able to access VCE studies a year above their traditional position. An application process is involved and conditions apply. 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 Unit 3 & 4 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’ scaled study scores in their English option and their best three subjects’ scaled study scores, plus 10% of their fifth and sixth subjects’ scaled study scores.

Example of how an ATAR score is calculated

<table>
<thead>
<tr>
<th>Unit 3 &amp; 4 Sequence</th>
<th>Scaled study score (maximum of 50)*</th>
<th>Overall calculation of study score</th>
<th>ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English (must be included in the top four)</td>
<td>27.75</td>
<td>27.75</td>
<td>An ATAR is a ranking out of 100. Eg. The scaled overall study score of 147.00 is a ranked against all the students who sat the VCE. If 147.00 is the average score for that year, the student will receive an ATAR of 50. If the average score turned out to be lower than 147.00, then the student’s ATAR will be higher. It is therefore impossible to predict a precise ATAR result.</td>
</tr>
<tr>
<td>2. Maths: Further Maths</td>
<td>38.09</td>
<td>38.09</td>
<td></td>
</tr>
<tr>
<td>3. Chemistry</td>
<td>37.63</td>
<td>37.63</td>
<td></td>
</tr>
<tr>
<td>4. Physics</td>
<td>37.56</td>
<td>37.56</td>
<td></td>
</tr>
<tr>
<td>5. VCE VET Studies</td>
<td>35.2</td>
<td>3.52</td>
<td></td>
</tr>
<tr>
<td>6. History Revolutions</td>
<td>24.5</td>
<td>2.45</td>
<td></td>
</tr>
<tr>
<td>Aggregate score: 147.00</td>
<td>Example ATAR result: 82.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The study score is not a score out of 50. It is a ranking or relative position which shows a student’s performance compared with all other students who took that study in that year. A student with a study score of 30 is in the middle of the cohort, or has performed better than about half of all students. A student with a study score of 40 has performed better than about 90% of all students who did that study.
Introduction to Year 11

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

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

One of the real pleasures in Year 11 is the Formal. This takes place towards the end of the year and is now a fixture on our calendar. The students prepare for this through the third term with weekly dance lessons. The result is a night where these skills go on display at Karralyka theatre when parents and friends gather together for an evening over a meal. Each student prepares a short speech for the night and this for many has been the highlight of the night as we have seen the maturing process evolve over the years for these students.
Introduction to Year 12

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

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

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

**Stage 1: Indicate Preferences – Via an online process**
Students indicate their preferences from a list of subjects provided. Students will need to submit their preferences by a set date. The preferences will be used by the staff to determine which subjects will be given priority to run and which subjects will run at the same time as other subjects (these are called “subject blockings”). Eg. In one “blocking” Biology, Legal Studies and Text and Traditions may run at the same time. This means that students can only choose one of these subjects.

**Stage 2: Select Subjects** - The subject blockings are released and students will be able to select, from the options available to them, the subjects they would like to undertake. This will be via an online process also.

*Please note that even after this stage, there may be some subjects for which it is unviable to run a class due to very low numbers. Having said that, MECS is committed to running any subject that is a “must have” prerequisite for any tertiary course regardless of the number of students enrolled.

**Units 1 and 2 Subject Selections**
Year 11 students are advised to select five or six subjects (including an English option and either Texts and Traditions Unit 2 or Religion and Society Unit 2) to maximise their VCE options. Year 11 students may, subject to staff approval, be able to select a VCE Unit 3 and 4 subject if there are no timetable clashes with the rest of their subject selections. Students will have to demonstrate that they have a good academic record (no detentions for non-submission of work or late work), have demonstrated excellent learning behaviour and have achieved a minimum ‘B’ average in their other subjects.

**Units 3 and 4 Subject Selections**
Year 12 students are advised to select five or six subjects including at least one English option.

**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, Distance Education Centre Victoria and the Victorian School of Languages, our subject choice is not dissimilar to that of much larger secondary schools. Our commitment is to maximise the range and choice students have.

**What happens if the choice clashes?**
1. Reconsider the subject choice. Many students have the impression that they have to do a particular subject for a job or future study choice. On reading VTAC’s ‘Prerequisites for 2018/2019’ (www.vtac.edu.au/publications.html#year10and11) it is often found that no such prerequisite exists.
2. Make an appointment to meet with the Careers 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 VCE Coordinator, as it is the school that applies on behalf of the student. Distance Education courses that are the choice of the student incur extra costs, as opposed to course prerequisites.
VCE - Subject Directory

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Unless stated otherwise, School-assessed Coursework for Unit 3 and 4 contributes 50% and the end-of-year examination contributes 50% to the final grade for each subject.
Biology

Perspective
The Earth is the Lord's and the fullness thereof" (Psalm 24:1). The scripture is uncompromising in its claims about the ownership of the world, about the lives of its creatures and our response to the reality that it is God who created, redeemed and sustains the world. It is important to recognise that with any biology course that we are dealing with human science and a human way of viewing and understanding the world. This of course means that when we study Biology, its hypotheses, its experimental designs, observations and theories we should be aware that all of these are subject to bias- both intentional and unintentional.

Unit 1 - How do living things stay alive?

Course Description
Students are introduced to some of the challenges faced by an organism to sustain life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment.

Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

Areas of Study
1. How do organisms function?
Students examine the structure and functioning of cells and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell.

2. How do living systems sustain life?
Students examine the structural, physiological and behavioural adaptations of a range of organisms that enable them to survive in a particular habitat and to maintain a viable population size over time.

Students consider the distinction between the external and internal environment of an organism and examine how homeostatic mechanisms maintain the internal environment within a narrow range of values for factors including temperature, blood glucose and water balance. They explore the importance and implications of organising and maintaining biodiversity and examine the nature of an ecosystem in terms of the network of relationships within a community of diverse organisms.

3. Practical investigation
Students design and conduct a practical investigation into the survival of an individual or a species.

Unit 2 - How is continuity of life maintained?

Course Description
This unit focusses on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction.

The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

Areas of Study
1. How does reproduction maintain the continuity of life?
Students consider the need for the cells of multicellular organisms to multiply for growth, repair and replacement. They examine the main events of the cell cycle in prokaryotic and eukaryotic cells. Students become familiar with the key events in the phases of the cell cycle, and focus on the importance of the processes involved in a cell's preparation for cell division.

2. How is inheritance explained?
Students build on their understanding of the nature of genes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses.

3. Investigation of an issue
Students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate an issue involving reproduction and/or inheritance. They communicate the findings of their investigation and explain the biological concepts, identify different opinions, outline the legal, social and ethical implications for the individual and/or species and justify their conclusions.
Unit 3 - How do cells maintain life?

Course Description

The cell is a dynamic system of interacting molecules that define life. An understanding of the workings of the cell enables an appreciation of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. The convergence of cytology, genetics and biochemistry makes cell biology one of the most rapidly evolving disciplines in contemporary biology.

In this unit we investigate the workings of the cell from several perspectives. We explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. We consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules. We study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. We explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. We consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level we study the human immune system and the interactions between its components to provide immunity to a specific antigen.

Areas of Study

How do cellular processes work?
• The Scripture states that we are fearfully and wonderfully made and so we marvel at the structural complexity of the cell. We explore the key processes of protein synthesis, cellular respiration and photosynthesis.
• We consider how enzymes catalyse all cellular reactions and appreciate the narrow boundaries within which life exists.

How do cells communicate?
• We explore signalling molecules and nerves as the twin key participants involved in the coordination of our bodies.
• We delight in the power of our immune system with the innate ability to distinguish self (friend) from non-self (foe).
• We participate in the redemptive work of healing by understanding the role of vaccination and the design of drugs that promote healing.

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

Course Description

In this unit we consider the continual change and challenges to which life on Earth has been subjected. We investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. We examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. We explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species.

We examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

A student practical investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Areas of Study

1. How are species related?
• We explore the significance of God creating "everything according to its kind".
• We explore the evidence for evolution of life forms and consider the mechanisms that operate to bring about this change.
• We consider what it means to be human from a biological perspective and consider the evidence of the fossil record.

2. How do humans impact on biological processes?
• We examine the impact of human culture and technological applications on biological processes.
• We explore the various forms of genetic technology currently used to deal with human brokenness and consider their social and ethical implications.
• We evaluate the role of scientific knowledge in our society and consider how this is influenced by social, economic and cultural factors.

Overall Final Assessment

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</table>
Business Management

Perspective
VCE Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. While the love of money is the root of all evil, caring for the poor may be the central Biblical edict. Well managed organisations, for profits, not for profits and government organisations call all bring economic equality and social justice to the needy of our fallen world.

Rationale
Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges, complexity and rewards that come from business management and gain insight into the various ways resources can be managed in small, medium and large-scale organisations. The study recognises that there is a range of management theories rather than a single theory of management and through exposure to real business scenarios and/or direct contact with business, tests these theories against management in practice.

In studying Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

Unit 1 - Planning a business

Course Description
In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit Outcomes
1. The business idea: On completion of this unit the student should be able to describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.
2. External environment: On completion of this unit the student should be able to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.
3. Internal environment: On completion of this unit the student should be able to describe the internal business environment and analyse how factors from within it may affect business planning.

Unit 2 - Establishing a business

Course Description
This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base.

Unit Outcomes
1. Legal requirements and financial considerations: On completion of this unit the student should be able to explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.
2. Marketing a business: On completion of this unit the student should be able to explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
3. Staffing a business: On completion of this unit the student should be able to discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

Unit 3 - Managing a business

Course Description
In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives.

Unit Outcomes
1. Business foundations: On completion of this unit the student should be able to discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.
2. Managing employees: On completion of this unit the student should be able to explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.
3. Operations management: On completion of this unit the student should be able to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Unit 4 - Transforming a business

Course Description
In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future.

Unit Outcomes
1. Reviewing performance – the need for change: On completion of this unit the student should be able to explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.
2. Implementing change: On completion of this unit the student should be able to evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

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Chemistry

Perspective
Chemistry may be described as the scientific study of substances. This would include studying their composition, their effects on one another and our human interaction with them. In this study, we seek to understand something of how the creation is structured and to discover the order which already exists in substances. In other words, God’s laws for substances. As people uncover the ‘chemical” meaning of creation they will be better equipped to live out their calling as stewards and agents of reconciliation.

Course Description
The story of chemistry begins with the building of the Periodic Table from speculation, debate and experimental evidence. 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.

Areas of Study
• How humans came to have some understanding of God’s law order for chemicals and ultimately produced the Periodic Table.
• How humans came to have some understanding of the internal structure of the atom.
• How God’s creation consists of materials which can be endlessly manipulated to produce new materials that can be used in redemptive as well as sinful ways.
• How scientists use the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments.

Unit 1 - How can the diversity of materials be explained?

Unit 2 - What makes water such a unique chemical?

Course Description
Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Areas of Study
• How living things use water and atmospheric gases with a focus on the physical and chemical properties of these substances.
• How sin has impacted on water and atmospheric gases through man-made pollution.
• How chemists can act redemptively to design processes that reduce the impacts of pollution.
• How scientists use the language of chemistry, its symbols, chemical formulas and equations and carry out calculations using data collected from experiments.
Course Description
The global demand for energy and materials is increasing with world population growth. We explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. We compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. We investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. We consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context we use the electrochemical series to predict and write half and overall redox equations, and apply Faraday’s laws to calculate quantities in electrolytic reactions.

We analyse manufacturing processes with reference to factors that influence their reaction rates and extent. We investigate and apply the equilibrium law and Le Chatelier’s principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

Areas of Study
1. What are the options for energy production?
The redemptive role of the chemist in:
• Understanding processes that produce energy and developing those that are less harmful to God’s creation.
• Understanding the conversion of chemical energy into electrical energy via galvanic cells.

How can the yield of a chemical product be optimised?
The redemptive role of the chemist in:
• Analysing manufacturing processes to optimise the production of required products by applying Le Chatelier’s principle to equilibrium law in a way that minimizes waste and greenhouse gas production.
• Designing a range of electrolytic cells with reference to their basic purpose, their operating principles and the energy transformations that occur.
• Determining cell efficiencies by applying Faraday’s laws.

Course Description
The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit we investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

We study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. We consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

We investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. We use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

A student practical investigation related to energy and/or food is undertaken in either Unit 3 or in Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Areas of Study
1. How can the diversity of carbon compounds be explained and categorised?
The redemptive role of the chemist in:
• Maintaining the quality of food, medicines and important useful materials.
• Using instrumental techniques to determine the structures of organic chemicals.
• Understanding typical organic reaction pathways to produce new medicines.

2. What is the chemistry of food?
The redemptive role of the chemist in:
• Knowing the structures of the building blocks and the reactions that result in key food molecules.
• Exploring applications of food chemistry in the treatment of malnutrition as well as type II diabetes.

Overall Final Assessment

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Core Focus
In this unit we focus on creating original drama performances based on real or imagined characters and stories.

Perspective
God communicates with us through stories; the bible is filled with parables, songs, poems and narrative illustrations of God’s truth. Drama, which is essentially storytelling, is another way through which we may explore, express and respond to this truth.

Content:
Students work in groups to develop an ensemble performance based on subject matter given by the teacher. This involves a process of researching the topic, improvising, discussing, script-writing, creating characters and rehearsing. Students learn about the elements of a drama performance and use stagecraft (costumes, lighting, etc.). The class also explores the different ways stories can be ‘told’ using naturalism and non-naturalistic performance styles.

Written work includes:
- The documentation and evaluation of students’ own work
- The evaluation of a professional performance
- A written examination

Core Focus
In the process of devising an ensemble performance, students explore non-naturalistic performance styles from a range of traditions.

Perspective
We work together in community, collaboratively creating dramatic works that explore the world that God has created. Students workshop, select and adapt theatrical techniques from a range of sources with an awareness of how theatre reflects the worldview of those who create it.

Content:
Students work collaboratively to develop and present an ensemble performance on a topic given by the teacher. They are expected to use dramatic elements, theatrical conventions and stagecraft as appropriate to the performance, and to develop their expressive skills to perform a range of characters convincingly.

Written assessment tasks include:
- Analysing the process of creating an ensemble performance
- Analysing and evaluating a performance from the VCAA playlist

Core Focus
Students create and analyse a drama performance based on an Australian person, event, issue, place, artwork or text.

Perspective
Exploring our own theatrical and cultural traditions allows students to consider the past, present and future of Australian drama. It is hoped that students gain an understanding of how the performing arts may be restored and reclaimed for God’s kingdom.

Content:
The content is similar to Unit 1 except that in this unit students create a solo performance rather than an ensemble. They learn more about different theatre periods, performance styles and techniques through practical activities.

Written work includes:
- The documentation and evaluation of your own performance work
- The evaluation of an Australian performance
- A written examination

Core Focus
This unit focusses on the development and presentation of solo performances.

Perspective
As creative people who reflect the creative nature of God, we seek excellence in our artistic endeavours, honouring God by extending and developing our skills.

Content:
Students create a short solo performance, continuing to develop the practical skills of researching, creating a range of characters, presenting, documenting and analysing a solo performance work. This is followed by the development of an extended solo performance. Students choose from a list of prescribed structures / characters published by VCAA. For this task students undertake an externally assessed performance examination.

Written assessment tasks include:
- Analysing the process of creating a solo performance
- A written examination

As the Unit 1/2 and Unit 3/4 classes are combined at MECS, the Unit 1/2 program more or less mirrors the Unit 3/4 course. This means that students are well prepared for the Unit 3/4 course, if they wish to undertake this.
Core Focus
VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations.

Perspective
Narrative texts and responses to topical issues express the author’s or creator’s worldview. In the same way students use their imagination, knowledge and writing skills to express ideas, values and beliefs in their own writing.

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

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

Content:
1. Reading and creating texts: This involves the detailed study of written or film texts. Students will use both analytical and creative writing forms to respond to the texts.
2. Reading and comparing texts: In this area students study two texts by different authors/directors and explore the connections between them. Students produce a written analysis comparing the selected texts, exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values.
3. Analysing and presenting argument: Students analyse and compare the use of argument and language in texts that debate topical issues. Students also use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts. Both written and oral responses are required for this area of study.
Perspective

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit.

English Language builds on students' previous learning about the conventions and codes used by speakers and writers of English. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change. Students studying English Language examine how uses and interpretations of language are nuanced and complex rather than a series of fixed conventions. Students explore how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions and to create and disrupt social cohesion.

The study of English Language enables students to understand the structures, features and discourses of written and spoken texts through the systematic and objective deconstruction of language in use.

Informal Language

In this area of study students consider the way speakers and writers choose from a repertoire of language to vary the style of their language to suit a particular social purpose. They consider the features and functions of informal language in written, spoken and electronic interactions, understanding that the situational and cultural context of an exchange determines the language used.

Formal Language

In this area of study students consider the way speakers and writers choose from a repertoire of language to achieve a particular purpose. As with informal language, the situational and cultural context determines whether people use formal language and in which mode they choose to communicate.

Language variation in Australian society

This area of study enables students to examine the range of language varieties that exist in contemporary Australian society and the contributions these varieties make to a constructions of shared national identity. Australian English has much in common with Englishes from other continents, but the language has also developed features across all subsystems of language that distinguish it from other Englishes.

Individual and group identities

In this area of study students focus on the role of language in reflecting and constructing individual and group identities. They examine how language users are able to play different roles within speech communities and to construct their identities through subconscious and conscious language variation, according to age, gender, occupation, interests, aspiration and education. While individual identity can be derived from the character traits that make us unique, our social identities are drawn from membership of particular groups.
Further Mathematics - Units 3 & 4

Perspective
Further Mathematics focuses on the application of mathematical skills to the real world. God created us to care for each other, and to use our gifts to be responsible managers of all of God’s good creation. Our students are gifted by God in different ways with many pathways for their lives beyond school. Further Mathematics aims to build a greater confidence in the use of mathematical skills and technology. The study of this subject will develop a greater sense of the inter relationship of number and mathematical thinking in many aspects of life.

Content
Further Mathematics consists of two areas of study,
- a compulsory Core area of study to be completed in Unit 3 and
- an Applications area of study to be completed in Unit 4.
The Core comprises ‘Data Analysis’ and ‘Recursion and Financial Modelling’.
The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules. The modules we are studying are: ‘Geometry and Measurement’ and ‘Graphs and Relations’.
Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2.

Outcomes
For each unit the student is required to demonstrate achievement of three outcomes. As a set these outcomes encompass all of the selected areas of study for each unit.
1. Apply knowledge and skills: The study of aspects of the existing body of mathematical knowledge through learning and practising mathematical algorithms, routines and techniques, and using them to find solutions to standard problems.
2. Model, investigate and solve problems: The application of mathematical knowledge and skills in unfamiliar situations, including situations which require investigative, modelling or problem solving approaches.
3. Use technology: The effective and appropriate use of technology to produce results which support learning mathematics and its application in different contexts.

Overall Assessment
In Further Mathematics the student’s level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the study score in Mathematics are as follows:

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Teacher tip
“This subject is the Unit 3 and 4 version of General Mathematics Units 1 and 2 (see page 34).”
Perspective
General Mathematics focuses on the application of Mathematical skills to the real world. Our students are gifted by God in different ways with many pathways for their lives beyond school. General Mathematics aims to build a greater confidence in the use of mathematical skills and technology. The study of this subject will develop a greater sense of the interrelationship of number and mathematical thinking in many aspects of life.

Rationale
Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving. This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

Content
General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are ‘Algebra and structure’, ‘Arithmetic and number’, ‘Discrete mathematics’, ‘Geometry, measurement and trigonometry’, ‘Graphs of linear and non-linear relations’ and ‘Statistics’.

For Units 1 and 2, to suit the range of students entering the study, content will be selected from the six areas of study using the following rules:

• for each unit, content covers four or more topics in their entirety, selected from at least three different areas of study.
• courses intended as preparation for study at the Units 3 and 4 level will include a selection of topics from areas of study that provide a suitable background for these studies.
• content covered from an area of study provides a clear progression in knowledge and skills from Unit 1 to Unit 2.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology.
Health & Human Development

Perspective
God is the creator of all things and humanity is the pinnacle of his creation.

Understanding that humanity is made in God’s image and therefore the health of individuals, communities and countries is important knowledge.

Understanding factors that affect health allow people to be empowered to live life and life abundantly as God desires (John 10:10).

By investing in people’s health and development we can represent Christ to those who do not know him as it places value on individuals, communities, countries and those experiencing inequality in health.

Creation is being, and will be redeemed in full, upon Christ’s return. It is part of our responsibility as caretakers to know, understand, and take responsibility for creating a world that is economically, socially, and environmental sustainable. It is important that we provide opportunities for the current generation to meet their health needs without compromising the ability of future generations to meet theirs.

Unit 1 - The health and development of Australia’s youth

Core Focus
This unit focuses on the health and individual human development of Australia’s youth.

Content:
This unit explores:
1. Issues that have an impact on the health and individual human development of Australia’s youth.
2. Detailed investigations into one significant health issue.
3. Analysis of personal, community and government strategies or programs that affect youth health and individual human development.

Unit 2 - Individual human development and health issues

Core Focus
This unit focuses on the health and individual human development for the lifespan stages of prenatal, childhood and adulthood.

Content:
This unit explores:
1. Issues that affect the health and individual human development of Australia’s mothers and babies, children and adults
2. Detailed investigation and analysis of personal, community and government strategies and programs that affect the health and individual human development of mothers and babies, children and adults.

Unit 3 - Understanding Australia’s health

Core Focus
The health of Australians, including: Variations in health status, National Health Priority Areas, and models of healthcare in Australia.

Content:
This unit explores:
2. Australia’s National Health Priority Areas.
4. Models of Health Care with Australia.

Unit 4 - Global health and human development

Core Focus
This unit takes a global perspective on achieving sustainable health and human development.

Content:
This unit explores:
1. The difference between developed and developing countries
2. Influencing the health status of developing countries
3. Sustainable practices including: environmental, economic, and social.
4. The role of organisations in delivering programs that improve health through education, disease prevention, industry, food security and government.
### Unit 1 - The making of Empires

**Core Focus**
This unit explores how new ideas and new Empires arose to shape the world from 1400-1775.

**Perspective**
As Empires grow, flourish and recede, new ideas and technologies emerge that challenge pre-existing worldviews. This subject will consider the way that values, beliefs and convictions are challenged in Empires. This subject will also look at the way that the empires of Europe were shaped by new ideas, and how the powerful Catholic Church was challenged by a radical new movement in Christianity.

**Content:**
Key questions to be explored include:
- Why did the Age of Exploration occur?
- How did exploration assist in the spread of Empires?
- How did new ideas challenge traditional beliefs?
- How did science and technology affect daily life?

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### Unit 2 - Twentieth century history 1918-1939

**Core Focus**
This unit explores the cultural and political impact of the post-World War 1 period in Europe.

**Perspective**
In the aftermath of the Great War, people's faith in humanity and God were deeply impacted. Several ways of reorganising societies emerged as conflicting and contrasting ideologies. In this unit, we explore the shape of these ideologies such as Communism and Nazism, particularly in Germany in the interwar years, as we consider the ethical and moral implications of various approaches to the social problems faced at this time.

**Content:**
Key questions include:
- What were the dominant ideologies of the period?
- What impact did the post-war treaties have on the events leading to World War 2?
- How did ideologies affect the daily lives of people?
- How did cultural life reflect and challenge political, economic and social circumstances?

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### Unit 3 - Revolutions (France, 1789)

**Core Focus**
This unit studies the downfall of the French Monarchy in the late eighteenth century, and the new society created in its place.

**Perspective**
While the period of the enlightenment had created significant change in parts of Europe, in France much of society still very much operated under a traditional medieval worldview. The church controlled multiple aspects of the people's lives, and the King was an absolute monarch, ruling by the will of God. As the key ideas of liberty, fraternity and equality changed the way people thought about their human rights authority, religion and law was all radically challenged and reevaluated.

**Content:**
Key areas to be explored include:
- The Old Regime of France and the causes of the Revolution.
- Popular movements and individuals, such as the Philosophes, the National Assembly and Abbe Sieyes.
- The new order and the way France was reorganised.
- The way that the Revolution impacted those who lived through it.

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### Unit 4 - Revolutions (Russia, October 1917)

**Core Focus**
This unit focuses on the rise of Communism as it reshaped Russia—and ultimately Europe—in the Russian Revolution.

**Perspective**
Sometime societies become so unjust that something has to change. This was certainly the case in the starving, war-torn Russia. But what kind of change should that be, and how should that change take place? What is the best way to bring about justice? In the Russian Revolution, the political landscape in Europe changed dramatically.

**Content:**
Key areas to be explored include:
- Tsarist (royal) Russia and the reasons for its unpopularity.
- Important figures such as Lenin, Trotsky and Stalin.
- The emergence of a superpower that would come to dominate the twentieth century in the USSR.
- The way that citizen's rights were controlled by the new Communist state.
# Legal Studies

## Perspective

**What is justice?**

Where has this notion come from?

Is it an appropriate question to ask in a pluralistic society?

Does our legal system seek to uphold justice or is it more concerned with upholding correct procedures?

<table>
<thead>
<tr>
<th>Unit 1 - Criminal law and justice</th>
<th>Unit 3 - Law-making</th>
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<tbody>
<tr>
<td><strong>Core Focus</strong></td>
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</tr>
<tr>
<td>This unit explores the distinction between legal and non-legal rules, the Victorian court hierarchy, and the process of making laws through parliament.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Content:</strong></td>
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<tr>
<td>This unit explores:</td>
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</tr>
<tr>
<td>1. The distinction between legal and non-legal rules, through a case study.</td>
<td>1. The parliamentary system and the means to change the law through structured questions.</td>
</tr>
<tr>
<td>2. The Victorian court hierarchy, and the process of making laws through Parliament, via an excursion to both venues.</td>
<td>2. The Australian Constitution and the protection of human rights with a comparison to the USA through structured questions and case studies.</td>
</tr>
<tr>
<td>3. The criminal justice system through participating in a mock court case.</td>
<td>3. The role of the courts in law making through structured questions.</td>
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## Unit 2 - Civil law and the law in focus

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<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Content:</strong></td>
</tr>
<tr>
<td>This unit explores:</td>
</tr>
<tr>
<td>1. A range of dispute resolution processes through a case study.</td>
</tr>
<tr>
<td>2. The laws of marriage through participating in a mock wedding.</td>
</tr>
<tr>
<td>3. A human rights issue through a case study on native land rights.</td>
</tr>
</tbody>
</table>

## Unit 3 - Law-making

<table>
<thead>
<tr>
<th>Unit 4 - Resolution and justice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Focus</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Content:</strong></td>
</tr>
<tr>
<td>This unit explores:</td>
</tr>
<tr>
<td>1. The different ways to resolve disputes through structured questions.</td>
</tr>
<tr>
<td>2. The elements of an effective legal system through structured questions.</td>
</tr>
</tbody>
</table>
Literature

Perspective
Literature allows students the opportunity to consider the relationship between literature and society, that is, to explore the roles of texts in circulating discourses that implicitly inform our beliefs. In becoming critically attuned to see the views and values in texts, and to consider the power of language to communicate and shape ourselves and our understandings of the world, students can come to appreciate language as a gift to humanity, as well as to recognise its capacity for harm and hurt.

Unit 1 - Approaches to literature
Core Focus
This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text.

Content:
This unit explores:
1. How language, structure and stylistic choices are used in different literary forms and types of text.
2. The degree to which points of view, experiences and contexts shape responses to text.
3. Ideas and concerns raised in texts and the ways social and cultural contexts are represented.
4. How texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society.

Unit 2 - Context and connections
Core Focus
In this unit students explore the ways literary texts connect with each other and with the world.

Content:
This unit explores:
1. Ways the student’s own culture and the cultures represented in texts can influence their interpretations and shape different meanings.
2. The interrelationships between the text, readers and their social and cultural contexts.
3. The ways that texts relate to and influence each other.
4. How different interpretations of texts are influenced by language features and structures.

Unit 3 - Form and transformation
Core Focus
This unit considers the impact of form on a text, and the choices authors make in constructing their works. Three texts are studied.

Content:
1. The consideration of how the changed form of a text changes its meaning, for instance when a novel is adapted to a film interpretation.
2. Understanding of the various ways in which authors craft texts. Students demonstrate knowledge of this through development of their own piece that adapts the style and content of a selected author’s writing.

Unit 4 - Interpreting texts
Core Focus
Development of students’ critical and analytic responses to texts is the focus of this unit. Three texts are also studied in this unit.

Content:
1. The application of literary perspectives, such as feminist theory, to a text to consider the underlying discourses and values that can be identified.
2. Key features of a text and the way an author uses language, structure, characters and other features to achieve particular aims.

Unit 3 & 4 Assessment Tasks
- SACS are written essays of between 1200 – 2000 words.
- One assessment will be presented orally.

Teacher tip
“There is no course that would be a terrific option for students who love reading and enjoy discussion, and who either have a strong ability to express their ideas in writing, or are prepared to put in the effort to work toward this.”
Mathematical Methods

Perspective
Mathematics as a subject is not just about learning concepts but developing curiosity about pattern and finding ways of modelling our world. God imbued creation with a rich diversity of numerical and spatial properties, structured in complex and elegant patterns and related to a wide variety of different things. Mathematics allows us to see and understand our world with greater clarity. It also allows us to abstract nature and see the world in new ways.

Unit 1 & 2

Core Focus
Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

Content:
The focus of Unit 1 is the study of simple algebraic functions.
The focus of Unit 2 is the study of simple transcendental functions and the calculus of simple algebraic functions.

Units 1 & 2 explore:
1. Functions and Graphs
2. Algebra
3. Calculus
4. Probability and Statistics

Unit 3 & 4

Core Focus
Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

Content:
Units 3 & 4 explore:
1. Functions and Graphs
2. Algebra
3. Calculus
4. Probability and Statistics

Unit 3 & 4 Overall Final Assessment

<table>
<thead>
<tr>
<th>Graded Assessment</th>
<th>Title</th>
<th>Assessment</th>
<th>Contribution to Study Score (%)</th>
</tr>
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<td>2</td>
<td>Unit 4 Coursework</td>
<td>School Assessed</td>
<td>17</td>
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<td>3</td>
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<td>4</td>
<td>Unit 3 &amp; 4 Written Exam 2</td>
<td>November - 2hour</td>
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</table>
**Music Performance**

**Perspective**
As musicians we have been given a gift that we can develop and share with others. Almost without exception all of humanity takes pleasure in listening to music, even if tastes vary and each person has their own unique experience of music. We also know that to use the gifts God has given us is to glorify Him. Therefore we can do so by practising, and eventually performing music to others. The ability to give another so much joy is a blessing that we can be truly thankful for, and so it is with this in mind that we approach this unit.

**Entry Requirements**
Students enrolling in VCE Music Unit 1 need to meet the following criteria:

1. Must have experience on their instrument of choice (in most cases a minimum of 2 years) and be at a minimum level of Grade 4 AMEB or equivalent.
2. Must have instrumental lessons with a teacher on a regular basis (weekly/bi-weekly).
3. Must have a basic working knowledge of standard music notation and theory equivalent to a minimum of AMEB grade 1 Theory/Musicianship. This must include the ability to read music on their instrument (sight reading is an assessment requirement).

**Units 1 & 2**

**Core Focus**
VCE Music Performance curriculum is divided into four main areas in Units 1 & 2, each with a strong focus on developing students’ performance skills.

- **Outcome 1:** Performance requires students to prepare and perform a program of solo or group performance pieces on their chosen instrument, covering a range of musical styles.

- **Outcome 2:** Performance Technique requires students to investigate effective practice methods targeted at specific problems they encounter in their repertoire.

- **Outcome 3:** Musicianship covers written and aural Music Theory exercises, as well as analysis of music excerpts with a focus on expressive elements.

- **Outcome 4:** Composition gives students an opportunity to create their own music, drawing inspiration from pieces in their performance program through musical analysis of their pieces.

**Content:**
**Topics of Study include:**
1. Performance
2. Performance Technique
3. Listening Analysis
4. Composition
5. Musicianship Skills

**Units 3 & 4**

**Core Focus**
VCE Music Performance curriculum is divided into three main areas in Units 3 & 4, each with a strong focus on developing students’ performance skills.

- **Outcome 1:** Performance requires students to prepare and perform a program of solo or group performance pieces on their chosen instrument, covering a range of musical styles. Their final performance is assessed in their major End-of-year Performance Examination.

- **Outcome 2:** Performance Technique requires students to investigate effective practice methods targeted at specific problems they encounter in their repertoire.

- **Outcome 3:** Musicianship covers written and aural Music Theory exercises, as well as analysis of music excerpts with a focus on expressive elements.

**Content:**
**Topics of Study include:**
1. Performance
2. Performance Technique Presentation
3. Listening Analysis
4. Practical Aural Skills
5. Musicianship Skills
Unit 1 - Exploring outdoor experiences

Core Focus
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.

Content:
1. Motivations for and responses to nature and outdoor experiences.
2. How to plan for and engage in safe participation in outdoor experiences and develop practical skills related to minimal impact travelling and living.
3. Through investigations of specific outdoor environments, students analyse different ways of experiencing and knowing outdoor environments.
4. The factors that affect access to outdoor experiences, and the effect of different technologies on outdoor experiences, examining how all of these influence the ways humans understand nature.

Unit 2 - Discovering outdoor environments

Core Focus
The characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments.

Content:
1. The characteristics of outdoor environments, including alpine, marine, coastal, wetlands, grassland, forest and arid.
2. Understanding of environments from a variety of perspectives – recreational users, scientific, land managers, artistic, Indigenous, historical.
3. Human activities undertaken in outdoor environments and their impacts on those environments.

Unit 3 - Relationships with outdoor environments

Core Focus
The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

Content:
In this unit students explore:

Historical relationships with outdoor environments
1. How Australians have understood and interacted with outdoor environments over time.
2. The unique nature of Australian outdoor environments and investigate arange of human relationships with outdoor environments, from various Indigenous cultural experiences, through to the influence of a number of major events and issues subsequent to European settlement.
3. The role of environmental movements in changing human relationships with outdoor environments.

Contemporary relationships with outdoor environments
5. Ways outdoor environments are portrayed in different media.
Students engage in practical outdoor experiences that enable them to investigate human relationships with specific outdoor environments.

Unit 4 - Sustainable outdoor relationships

Core Focus
In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population.

Content:
In this unit students explore:

Healthy outdoor environments
1. The contemporary state of environments in Australia and the importance of natural environments for individuals and society.
2. The nature of sustainability and, using key indicators, evaluate the health of outdoor environments.
3. Current and potential impacts of damage to outdoor environments.

Sustainable outdoor environments
4. The sustainability of environments in order to support the future needs of ecosystems, individuals and society, and the skills needed to be an environmentally responsible citizen.
5. Case studies of conflicts of interest between people involved in uses of outdoor environments, and develop a clear understanding of the methods and processes commonly used to resolve these conflicts.
Students engage in practical outdoor experiences that enable them to investigate human relationships with specific outdoor environments.

Please Note:
Only Units 1 and 2 will run in 2017.
Only Units 3 and 4 will run in 2018.
Philosophy of Ideas *Year 12 non-VCE perspective subject

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

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

Content
1. Exploration of “Who am I?”
2. Investigation of the cultural stories that have shaped me, my community and the world we live in.

Text & Traditions - Units *2, 3 & 4

Unit 2 - Texts in society

Perspective
• The Bible is God’s letter written to his creation to instruct us on how to live in community with others, creation and in relationship with himself.
• God is a just God and wishes his creation to act justly toward each other and creation.
• Understanding about injustice issues empowers people to make a change for someone else.
• Participation in community service allows students to practically address what they have learnt about injustice and apply what the bible says it is to act justly.

Core Focus
Religious texts are studied as a means of understanding and applying justice.

Content:
1. History of the bible, chronology, authors, social contexts, historical context.
2. Exploring the theme of justice through the bible.
3. Comparing consumerism as a life style and cultural normality to a biblical view of just and unjust practices with regards to the environment, workers, economy and the consumer.
4. The Millennium development goals and Universal declaration of human rights.
5. Major injustice issues facing the earth including; homelessness, sex slavery, poverty, domestic violence, corruption, food insecurity.
6. Investigation of local organisation’s combating injustice.
7. Students participate in 8 – 12 hours of practical community service.
8. Religious text comparison on injustice issue.

Unit 3 - The search for meaning

Perspective
Jesus of Nazareth has reshaped the world. The life of Jesus is known to us through the narratives of the Gospels. As Christians, the Gospels therefore take a central place in shaping our understanding of the world we live in. This subject explores how the book of Luke was written, examining its historical context and the motives for its writing, before examining the methods that can be used for exploring its central themes and ideas—a vision for a just, compassionate world.

Core Focus
This subject focuses on the background, creation and meaning of the New Testament, particularly the Gospel of Luke.

Content:
3. Different techniques for interpreting Biblical texts.

Unit 4 - Texts and their teachings

Perspective
Students will come away from this subject more confident in forming their own views on key Biblical understandings, based upon their own engagement with a Biblical text.

Core Focus
This subject continues to explore the Gospel of Luke, in particular focusing on students developing their own interpretation and understanding of a selected passage.

Content:
1. Applying interpretive skills to Biblical literature.
2. Exploring and discussing the ways that others in history have explored and applied a significant text to changing circumstances.

* Year 11 Students must choose either Religion & Society Unit 2 OR Texts and Traditions Unit 2.

Teacher Tip (Unit 3)
“This subject will be interesting for a range of students. It is a historical study that lets you explore the first century Roman world. It is a literary study, analytically exploring the themes, context and ideas shared in a two-thousand year old document. It is also a religious study, looking at the origins and formation of the core texts of Christianity.”
Unit 1 - The human body in motion

Perspective
The body is wonderfully and intricately created by God to be good. The order and complexity of the body points to a plan and pattern in creation. Human understanding of the body is fragmented and limited, but science and discovery can create theories to try and explain the phenomenon of how things work in the body. We can be part of redeeming the body for God’s purposes and recognising its place as his creation that points us to worship.

Core Focus
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement.

Content:
1. The musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Also in this area of study is sports injuries, as well as legal and illegal substances or methods used to enhance performance of the musculoskeletal system.
2. The cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity. Also in this area of study is impacts on cardiovascular and respiratory health, as well as legal and illegal substances or methods used to enhance performance.

Unit 2 - Physical activity, sport and society

Perspective
We have a responsibility individually and as a community to responsibly care for the physical health of our bodies. While this can be a God-honouring task, it can be readily distorted by commodification of the human body, idolatry and human value being determined by productivity or societal contribution.

Core Focus
Students are introduced to types of physical activity, and the role of physical activity and sedentary behaviours in their own health and wellbeing as well as in other people’s lives in different population groups.

Content:
1. The role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan.
2. The use of subjective and objective methods for assessing physical activity and sedentary behaviour at the individual and population level in relation to the physical activity and sedentary behaviour guidelines.
3. Students select and explore one issue (e.g., gender equality in sport) from a social-ecological perspective to evaluate the effect of individual, social, policy and physical environmental factors on participation in physical activity.

Unit 3 - Physical activity participation and physiological performance

Perspective
In this unit there are strong underlying values about what it means to live a good life and the value of a person. To be fit and healthy is primarily an aim so that people can experience “life to the full” in terms of their physical health and wellbeing. God has made us as a wonderful creation. We both reflect God’s glory as well as are made for a special purpose and place in his world. This understanding must impact how we view ourselves and others, and how we take on the responsibility to caring for our bodies.

Core Focus
The range of influencing factors on physical activity participation and methods to promote lifestyle change as well as the various mechanisms responsible for providing energy for human movement.

Content:
1. Individual and population levels of physical activity and sedentary behaviour as well as initiatives that promote adherence to national guidelines.
2. The ways in which energy for activity is produced via the three energy systems.
3. Factors contributing to fatigue and strategies to promote recovery.
4. Acute changes that occur to the cardiovascular, respiratory and muscular systems during exercise.

Unit 4 - Enhancing performance

Perspective
God has created our physical bodies to be good and for us to enjoy them. Competition and striving for excellence in sport can be God-honouring endeavours, but too often this is distorted by idolatry and selfish motives. Learning to appreciate and use our bodies in sport can point back to God’s intention in creation and bring glory to Him.

Core Focus
The various legal and illegal methods that coaches and athletes use to develop fitness and enhance performance.

Content:
In this unit students explore:
1. Fitness components, fitness testing and the development and evaluation of a training program to improve specific fitness goals.
2. Long term adaptations that occur in the body to the cardiovascular, respiratory and muscular systems as a result of training.
3. Legal and illegal nutritional, physiological and psychological strategies used to enhance performance.

Teacher tip: “VCE Physical Education is primarily a theoretical subject with some physical activities used to support learning. Most class time is spent in learning and analysing these concepts, not so much playing sport.”
Perspective
We seek to understand and further explore the interactions between matter in a very large scale and in a very small scale. As we look at how models have developed over time and have been revised as we continue to improve our understanding and develop technology, we must be careful to recognise that the models that we form are only approximate models of what is really happening. We can only ever know in part and are mindful of the limitations of our understanding, but we can be excited about the amazing discoveries that we continue to make as humanity. We also have a great opportunity and responsibility to apply our technological development to redemptive purpose.

Unit 1 - What ideas explain the physical world?

Core Focus
In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye.

Content:
1. How thermal effects can be explained through thermodynamic principles related to heating processes, including concepts of temperature, energy and work.
2. How electric circuits work, including concepts of electrical safety and associated mechanisms.
3. Matter and how it is formed, in terms of currently accepted constitution of the nucleus, the associated forces, and origins of atoms, time and space.

Unit 2 - What do experiments reveal about the physical world?

Core Focus
In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary.

Content:
1. How motion can be described and explained, with a focus on the effect of balanced and unbalanced forces on the motion of finite mass. This exploration includes graphical, numerical and algebraic analysis.
2. One of 12 options based on a different observation of the physical world:
   • What are stars?
   • Is there life beyond the Earth's Solar System?
   • How do forces act on the human body?
   • How can AC electricity charge a DC device?
   • How do heavy things fly?
   • How do fusion and fission compare as viable nuclear energy power sources?
   • How is radiation used to maintain human health?
   • How do particle accelerators work?
   • How can human vision be enhanced?
   • How do instruments make music?
   • How can performance in ball sports be improved?
   • How does the human body use electricity?
3. A question related to knowledge and skills developed in a previous VCE Physics Area of Study, by investigation through planning and through collecting, organizing and interpreting primary data involving two independent variables.

Unit 3 - How do fields explain motion and electricity?

Core Focus
This unit focusses on the ideas that underpin much of the technology found in areas such as communications, engineering, commerce and industry.

Content:
1. How things move without contact through field effects and interactions.
2. How fields are used to move electrical energy, in terms of electric, magnetic and electromagnetic effects.
3. How fast things can go, with a focus on Newton's laws, both on Earth and beyond, and a further focus on Einstein's explanation and the circumstances in which they can be applied.

Unit 4 - How can two contradictory models explain both light and matter?

Core Focus
This unit focusses on the development and limitations of models in explaining physical phenomena.

Content:
1. How waves can explain the behavior of light in reflection, refraction, polarisation and colour dispersion.
2. How light and matter are similar.
3. Waves, Fields or Motion extending from studies either earlier in Unit 4 or from Unit 3. This exploration is a practical investigation involving collection of primary quantitative data which is analysed and evaluated, with identification of limitations of data and methods and is communicated in the form of a scientific poster.

Overall Final Assessment

Graded Assessment | Title                  | Assessment    | Contribution to Study Score (%) |
---               |                       |              |                                |
1                | Unit 3 Coursework     | School Assessed | 16                             |
2                | Unit 4 Coursework     | School Assessed | 24                             |
3                | Written Examination   | November - 2.5hour | 60                             |
Psychology

Perspective
In the VCE study of Psychology, students explore complex human behaviours and thought processes. The human mind continues to amaze psychologists who explore this wonderful creation of God. Yet like much of creation, mental illness, violence and prejudice twist God's creative intention for our minds. Psychologists support God's redemption of healing and restoration by shining light on our harmful thoughts and seeking treatment of mental illnesses.

Unit 1 - How are behaviour and mental processes shaped?

Core Focus
Students investigate the structure and functioning of the human brain and the role it plays, how our brain might change over time, how we develop as individuals and what factors might influence our psychological functioning.

Content:
1. How our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us.
2. How our biology, social environment and personal psychological factors interact in a complex way.
3. How we develop as individuals and factors that influence our social, emotional and cognitive development.
4. Heredity (genetics) VS the environment (everything that surrounds us as we grow and develop).

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

Core Focus
Students investigate how perception of stimuli enables a person to interact with the world around them and how perception can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others.

Content:
1. How human perception of internal and external stimuli is influenced by a variety of biological, psychological and social factors.
2. Students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli.
3. How social cognition and behaviour influence the way people view themselves and the way they relate to others.
4. Students design and conduct a practical investigation related to external influences on behaviour.

Unit 3 - How does experience affect behaviour and mental processes?

Core Focus
In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them.

Content:
1. The structure and function of the human nervous system and how it enables a person to interact with the external world.
2. Stress and how it can affect nervous system functioning.
3. Biological and psychological explanations for how new information can be learnt and stored in memory.
4. Biological, psychological and social explanations of a person's inability to remember information.

Unit 4 - How is wellbeing developed and maintained?

Core Focus
In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour.

Content:
1. Consciousness as a continuum, including theories about the purpose and nature of sleep, and the effects of sleep disruption on a person's functioning.
2. Influencing risk and protective factors of mental health and mental illness.
3. Biopsychosocial approach to explain the development and management of specific phobias.
4. Design, undertake and present a practical investigation related to mental processes and psychological functioning.

Overall Final Assessment

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<tr>
<td>3</td>
<td>Written Examination</td>
<td>November - 2.5hour</td>
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</table>
Perspective
How do I know the 'right' way to live? How do I know if there even is a 'right' way? Ethics is an important field for the cumulative effect of individual decisions ultimately impacts all areas of life.

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

Content:
1. Exploration of different ethical approaches through a comparative report.
2. Investigation of the connection between 'religion' and ethics through researching a major world religion.
3. Exploration of a contemporary ethical issue through a class debate.

* Year 11 Students must choose either Religion & Society Unit 2 OR Texts and Traditions Unit 2.

Perspective
What lies at the core of Protestant Christianity? Do you know how we ended up with the Bible, and why Protestants place such an emphasis on the place of the Bible? Have you heard the story about the German pastor whose faith led him to try and overthrow his government? These are the kinds of questions that sit at the center of this unit. It will help you understand how many the pieces of Christianity fit together, and examine the historical challenges that continue to shape Christianity, even as it shapes the world.

Core Focus
This humanities unit explores the way that religions 'tick'. What gives meaning and purpose to people's lives, and what kind of challenges do they face?

Content:
1. The nature of religious beliefs.
2. The essential beliefs of Protestant Christianity.
3. Historical events that have shaped Christian belief.
4. The impact of WW2 on the belief of Dietrich Bonhoeffer as a significant Christian.

Perspective
The big focus here is on ethics. How does a Protestant Christian faith respond to modern challenges? How does belief in Jesus and a Biblical worldview interact with technological, social and cultural change? Above all, we will examine the vision that Protestantism has for the shape of a better world. In this unit, we critically explore and evaluate the interaction between Christianity and the modern world.

Core Focus
This unit explores the way that Christian beliefs have been challenged by, and in turn challenge, modern society.

Content:
1. Historical challenges to religious traditions.
2. The impact of modern ideas on Protestant Christianity.
3. The vision Protestant Christians have for a better world.
Perspective
God has given us creativity in great abundance, students learn the power visual art styles can have in communicating a message to their viewers.

Core Focus
This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through artmaking.

Content:
In this unit students explore:
1. How to use diverse sources of inspiration to generate original ideas.
2. A variety of methods for communicating ideas, observations and experiences through artworks.
3. Methods of selecting, organising and using visual reference material.
4. Visual and written methods used for recording the reflection of ideas and work produced.

Perspective
Transforming our ideas into visual art works takes time, discernment and creative experimentation. Students learn how to extend and foster the skills God has equipped them with to create a folio of work that expresses their own developing aesthetic style.

Core Focus
Students focus on establishing and using a design process to produce artworks. The design process includes an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks.

Content:
In this unit students:
1. Use the folio process to explore how various art elements and principles have an impact on the aesthetic qualities communicated through an artwork.
2. Explore and refine their skills in using a variety of artmaking materials.
3. Identify and discuss art elements and principles in artworks, including discussing signs, symbols and/or images used in artworks for their implied meaning.
4. Compare and contrast ways in which art elements have been used to produce aesthetic qualities, communicate ideas and develop skills in artworks by artists from different times and cultures.

Overall Final Assessment

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<td>2</td>
<td>Unit 4 Folio</td>
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<tr>
<td>3</td>
<td>Written Examination</td>
<td>VCAA External</td>
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Visual Communication Design

Unit 1 - Introduction to visual communication design

**Perspective**
The ability to communicate is a God given gift, students learn new ways to visually communicate their ideas by the use of visual conventions that describe more than verbal communication can.

**Core Focus**
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts before refining these ideas to create technical drawings.

**Content:**
1. Students learn to create a variety of presentation drawings for different purposes using technical drawing conventions.
2. Students use the design process to generate original ideas and explore a variety of design elements and principles.
3. On completion of this unit students will learn to describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

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Unit 2 - Application of visual communication design

**Perspective**
God’s creativity is immense and we have the ability to reflect some of this in our ideas and creations. Students learn how to apply this creativity to a range of industry needs, responsibly drawing on the work of other designers in history.

**Core Focus**
This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. They investigate how typography and imagery are used in visual communication design.

**Content:**
1. Students learn to create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
2. Students learn to manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
3. Students learn to write a brief, engage with the stages of the design process and create a visual communication appropriate to a given brief.

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Unit 3 - Design thinking and practice

**Perspective**
God has entrusted us with stewardship of the Earth and students learn through this unit how to consider making ethical choices in the design process by examining the sustainability and environmental impact of a range of design processes.

**Core Focus**
In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

**Content:**
1. Students use the design process to create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
2. Students learn to describe how visual communications are designed and produced in the design industry and explain factors that influence these working practices.
3. Students learn how to write a brief that outlines a client and two design needs that students will then respond to by moving through the design process. Students respond to this brief in Unit 3 by gathering inspiration and generating ideas.

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Unit 4 - Design development and presentation

**Perspective**
God has enabled us to think in innovative and creative ways and our challenge is to make use of our ideas, skills and abilities in a way that will help others. Students are given tangible methods to put these skills into practise whilst designing for a client’s need.

**Core Focus**
The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of a brief.

**Content:**
1. Student will learn to develop distinctly different design concepts for each design need presented by their client of choice, and select and refine for each need a concept that satisfies each of the requirements of the brief.
2. Students will learn how to select the best presentation formats for their design needs and present them in the way they have selected.
3. On completion of this unit student will devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications they have made against the brief.

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**Overall Final Assessment**

<table>
<thead>
<tr>
<th>Graded Assessment</th>
<th>Title</th>
<th>Assessment</th>
<th>Contribution to Study Score (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unit 3</td>
<td>School Assessed</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Unit 4</td>
<td>School Assessed</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>Written Examination</td>
<td>VCAA External</td>
<td>35</td>
</tr>
</tbody>
</table>
Students may have the option of studying a VCE subject at the Victorian School of Languages or via the Distance Education Centre Victoria.

Extra costs will apply and transport must be arranged by the family.

It is important to consider that students will need to be highly self-motivated in order to keep up with the demands of these subjects in addition to their subjects at MECS. They will need to be confident in contacting their teacher if they are finding the work difficult and they may need to prioritise their after school activities (e.g. Language subjects may take place on a Saturday through the Victorian School of Languages.)

Please find more information about courses available via the websites below:

**Victorian School of Languages**

The Victorian School of Languages (VSL) is a government school with a strong history of commitment to the provision of language programs for students in Years 1 to 12 who do not have access to the study of those languages in their mainstream schools. The school’s language program is delivered through face-to-face teaching in language Centres across the state and through Distance Education mode. Currently the VSL offers over 40 languages around Victoria to 13,000 students in face-to-face classes and 1400 students in distance education.

**Distance Education Centre Victoria**

For over 100 years, the Distance Education Centre Victoria has been Victoria’s major provider of distance education courses for students from Preparatory to Year 12.

It delivers programs to more than 3000 students each year.

The programs are designed to meet the educational needs of students whose circumstances prevent them from accessing courses at regular schools. While many students are travelling, ill or find regular schooling difficult, many others use the DECV’s services to enrol in one or two subjects that they cannot access in their regular school.

Course materials can be delivered via the web or by a combination of quality print-based, audio and visual learning materials.

The teaching and learning program is carried out by individual teachers, and regular and ongoing contact between teacher and student is encouraged and expected.

In many cases, eligibility criteria must be met by students wishing to enrol for courses at the DECV. Different criteria may be applied at different subschool levels. For information and applications for enrolment go to the website.

All students enrolling at the Distance Education Centre Victoria require regular and reliable access to the internet in order to access their learning programs. Some subjects have supplementary print material, while others are available exclusively online. Students and parents are expected to be able to communicate via email about student’s progress. All student reports are available online only.

It is very important that students and parents consult with the VCE Coordinator, Roger Fernando, if they wish to pursue these options.
What is Ranges TEC?
Ranges TEC is a campus of Mount Evelyn Christian School. It offers a unique, hands-on learning environment underpinned by the trades: Building and Construction, Hospitality, Horticulture, Engineering and Furniture Making. Students at Ranges TEC undertake trade focussed schooling in Years 10 to 12. If students are considering employment as a tradesperson after leaving school, Ranges TEC is a great place to be. Our apprenticeship placement rates hover around 90% so the chances of finishing school with an apprenticeship are very high.

Ranges TEC understands and honours applied learners. We acknowledge their learning style is often different to many in academic learning environments. A Ranges TEC Year 10 is a rich, explorative, hands-on environment in which students are supported to discover their potential. Our Year 10 is designed to launch students into the challenges of Year 11 and 12 trade based programs. In Year 11 students undertake VCAL and pre-apprenticeship training in one of our five trade environments, spending the vast majority of their time learning in a context they are passionate about. Students in Year 12 work with teachers to develop an Individual Learning Plan suited to their individual needs, talents and aspirations.

VCAL Years (Years 11/12)

What is VCAL?
The Victorian Certificate of Applied Learning (VCAL) is a 'hands on' option for senior students and has over 20,000 enrolments in Victoria annually. Like the VCE, the VCAL is a recognised senior qualification that is issued by the Victorian Curriculum and Assessment Authority. Unlike the VCE, which is widely used by students as a pathway to university, the VCAL focuses on training students for vocational pathways. Students who do the VCAL are more likely to be interested in further TAFE training, undertaking an apprenticeship, or entering the workforce after completing Year 12.

VCAL comprises three levels: Foundation, Intermediate and Senior. These levels are not related to students’ ages or school year; rather their abilities to work at different levels of independence and capacity.

VCAL is made up of four core strands, Literacy, Numeracy, Personal Development Skills, and Work Related Skills, with each strand having prescribed learning outcomes.

The personal attributes that are highlighted and developed in VCAL are: good listening skills, commitment, leadership, teamwork, willingness to work hard, initiative, ability to ask questions and follow instructions, motivation to achieve their personal best, focus on the end goal.

VET (Vocational Education and Training) Certificate Courses
Ranges TEC offers specific training in a range of vocational areas and provides students with the opportunity to complete a nationally recognised Certificate II qualification.

Some MECS students already undertake VET programs offered by Ranges TEC within the Yarra Valley VET cluster on Wednesdays, as an ‘add-on’ to their MECS senior secondary program. Whereas, for fulltime Ranges TEC students, VET courses are integrated with the rest of their weekly program.

Work Placement
A key feature of all Ranges TEC programs is that training goes ‘hand in glove’ with ‘real work’. Work is found either through industry partnerships, or by students, and is central to learning and training at Ranges TEC. Work placements provide excellent opportunities to put into practice the technical and employability skills developed during training.

Participating in regular work placement is very beneficial as it: a) Links education to the workplace, b) Improves knowledge of training and career opportunities, c) Increases vocational skills and provides ‘on the job’ experience, d) Develops employability skills, and e) Provides opportunities to meet potential employers.

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

Tuition Fees (2016) – $10,100 Materials Fee – $850 pa (contact office for discounts that apply to current MECS campus students). Additional costs may include the purchase of a student chromebook and trade appropriate clothing.

Location
Our main campus is a purpose built, trade training and education facility located in Hightech Place, Lilydale. Situated within Lilydale’s 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 also has a community farm in Monbulk which supports the delivery of our learning programs.

For more information, please contact Ranges TEC (03) 9738 7100 or visit our website www.rangestec.vic.edu.au