Senior School Student Handbook
Mount Evelyn Christian School

MECS Vision
Seeking the Kingdom of God in Education

Our Mission
We provide Parent-governed, Christ-centred schooling with learning experiences that challenge each student to actively live for God in His world, while partnering with Christian parents in the nurture of their children at a price affordable to those who are committed.
Welcome!

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!

Where do I find information about...?

Senior School Staff ................................................. 3
Senior Secondary Education at MECS ............ 4
Year 10 Information ............................................. 6
VCE in Year 10 ......................................................... 10
VETiS ................................................................. 11
VETiS Course descriptions ............................ 15
VCE ................................................................. 17
VCE Subjects ......................................................... 22
Ranges TEC .......................................................... 46
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 Year 10 English and Art and VCE Studio Arts and Visual Communication Design.

Miss Stephanie Davies (D Ministry/B Health & PE ) is the Secondary Sport Coordinator, teaches Year 10 Sport.

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

Mrs Melinda Dubbeld (B Edu [Sec]/B Science) teaches Further Maths, Math Methods and Year 10 Math.

Ms Olivia Dyer (B Ed - Prim) teaches Year 10 Art elective.

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

Mrs Anne-Maree Forbes (Grad Dip Ed [Phys Ed]) teaches Year 10 Health and Phys Ed and Year 11 Health & Human Development.

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

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

Mr Paul Joiner (Dip Ed [Sec]/Hons Philosophy/B Arts) teaches Year 10 Cultural Studies and Life Skills, and Year 11 Religion & Society.

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, VET and Year 10 Coordinator. Teaches English Language.

Mr Andrew Lim (Master of Teaching [Sec], B Electrical Engineering [Hons]) teaches Year 10 Maths and Science, and VCE General Maths and Physics.

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

Miss Natalie Middlemast (B Health and PE with Dance) teaches VCE Health and Human Development.

Mr Chris Noy (B Health & PE/Dip Sport (Development/Cert IV Sport & Rec) is the Secondary Sport Coordinator, teaches Science, Health and Phys Ed.

Mr Tim Payze (BA (Rec.), B Th, Grad Dip Ed, M Ed [NICE]) teaches VCE English.

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

Mrs Natalie Peeler (BA, B Ed [Primary]) teaches Year 10 English and Aboriginal Studies.

Mr Adam Radke (BA [Hons]), Grad Dip Ed) teaches Year 10 Sport and VCE Business Management and Psychology.

Mr Craig Smith (Grad Dip Edu/B Arts) teaches VCE Music Performance.

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 Year 10 Health and Phys Ed, Year 10 Sport and VCE Physical Education.

Mr Joel Vinicombe (B Eng (Mechanical)/B Business (Management)/Ma Teaching - Sec (Math & Science) teaches Maths.

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

Mr Jonathan Wouters (BA, Grad Dip [Sec]), Grad Dip [NICE]) teaches Year 11 Psychology and Year 12 English.

Mrs Val Torney is the Senior School Administrative Assistant

Mrs Michelle Smith is the VASS/VCE Exam Coordinator and PA to the Assistant Principal Secondary.
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 46 for more information), with its focus on applied learning, provides an alternate pathway 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, both in students learning and living.

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.

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 the non-VCE subject Philosophy of Ideas (POI). If students are 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 Senior School. 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 students can make informed career development decisions.
• Year 10 'Transition Week': students 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 assessment, 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 including 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 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@meecs.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 pages 7–11. Information regarding Year 10 at Ranges TEC can be found from page 46.

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.

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 in schools (VETiS) 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.
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...

Class Time
Students will go to a different classroom and have a different teacher for almost every subject. This means that they will need to have their timetable with them at all times, especially at the start.

Careers & Study Periods
As well as receiving Career Education students will have some time during these classes to revise what they have learnt in class or to work on assignments. It is important that they start developing some good habits early in managing this time as this will set them up well for Year 11 and 12.

Overall Assessment for Year 10 / Year 10 Pass
Subjects taught over five periods p/week are split into two units. One unit represents one semester (half year). For subjects where there are three or less periods per week, (as well as Life Skills) one unit is awarded for the whole year. 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, Life Skills, Aboriginal Studies, a VCE subject or VETiS subject. 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 students more choice in terms of their 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@mecs.vic.edu.au)
Or pop up to the Senior School office and make an appointment to see her.

Year 10 Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Periods</th>
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<tbody>
<tr>
<td>Aboriginal Studies</td>
<td>Sem 1 &amp; 2 (2 periods)</td>
</tr>
<tr>
<td>Arts Elective</td>
<td>Sem 1 &amp; 2 (3 periods)</td>
</tr>
<tr>
<td>Careers &amp; Study</td>
<td>Sem 1 &amp; 2 (4 periods)</td>
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<tr>
<td>Cultural Studies</td>
<td>Sem 1 &amp; 2 (4 periods)</td>
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<tr>
<td>English</td>
<td>Sem 1 &amp; 2 (5 periods)</td>
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<tr>
<td>Health &amp; Physical Education</td>
<td>Sem 1 &amp; 2 (5 periods)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Sem 1 &amp; 2 (5 periods)</td>
</tr>
<tr>
<td>Sport/ Performing Arts</td>
<td>Sem 1 &amp; 2 (2 periods)</td>
</tr>
<tr>
<td>Science</td>
<td>Sem 1 &amp; 2 (5 periods)</td>
</tr>
<tr>
<td>Life Skills or VCE/VET Subject*</td>
<td>Sem 1 &amp; 2 (5 periods)</td>
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*Students must apply for this option
Year 10 VCE/VETiS/Life Skills

Year 10 Wednesday Afternoon
Students have a choice between three programs on a Wednesday after recess: Life Skills, a VCE subject or a VET in Schools subject.

Students who wish to extend themselves academically or vocationally may apply to undertake a VCE subject from the list of subjects available to Year 10s on page 10 or a VETiS course (Information on pages 12-16) on the Wednesday after recess.

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

Students will need to submit an online application to register their interest in either the Life Skills, VCE or VETiS option. An email will be sent to students around the time of the Year 10 Information Evening with instructions about the online application process.

Potential Pathways after Year 9

- VCE subject
- VETiS course
- Life Skills program
- VCE @ MECS
- Year 10 VCAL Taster Program @ Ranges Tec
- Employment / Apprenticeship / Traineeship Workplace Learning
- Tafe Certificate II/III/IV, Diploma, Advanced Diploma
- University
Life Skills Program

The Life Skills Program (5 periods per week) will include an extra, supervised opportunity to study and catch up on homework from other subjects (2 periods).

In addition students will receive useful training 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.
• Will count as 1 Unit towards a Year 10 pass.

Suitable for:

• All Year 10 Students
Selected VCE subjects are available to Year 10 students who wish to extend themselves academically.

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 online application form 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 their studies at Year 9 level. Year 9 teachers will be consulted to determine student suitability.

In the event that the Year 9 teacher feels that a student’s choice is not suitable, a meeting will 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
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.
- This may be helpful for students wishing to complete the maximum of six subjects at Unit 3 and 4 level but who do not want the pressure of undertaking six subjects at once in Year 12.
(See p 18 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.

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

<table>
<thead>
<tr>
<th>Drama</th>
<th>Units 1 &amp; 2</th>
<th>MECS</th>
<th>Page 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio Arts</td>
<td>Units 1 &amp; 2</td>
<td>MECS</td>
<td>Page 42</td>
</tr>
<tr>
<td>Psychology</td>
<td>Units 1 &amp; 2</td>
<td>MECS</td>
<td>Page 40</td>
</tr>
<tr>
<td>Outdoor &amp; Environmental Studies</td>
<td>Units 1 &amp; 2</td>
<td>Mount District Christain School</td>
<td>Page 37</td>
</tr>
<tr>
<td>Victorian School of Languages</td>
<td></td>
<td></td>
<td>Page 45</td>
</tr>
<tr>
<td>Distance Education Centre Victoria</td>
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<td></td>
<td>Page 45</td>
</tr>
</tbody>
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VETiS in Year 10 (Full VETiS Information Pages 12-15)

VETiS subjects are available to Year 10 students who wish to extend themselves vocationally

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 online application form 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. Year 9 teachers will be consulted to determine suitability.

In the event that the Year 9 teacher feels that the student’s choice is not suitable, 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.
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 (eg 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) (eg 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)
VET in Schools - VETiS

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 15-16 describes the VETiS options that are offered in 2018 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 2019 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 2018 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 akoole@mecs.vic.edu.au 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.
VET in Schools - VETiS

What if my child changes their mind?
If a student decides to withdraw from the course before the end of 2018 (e.g. after the orientation session), a full refund will be given for any fees paid.

If a student withdraws after the commencement of 2019 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, 2019, 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 2018.

VETiS Courses offered in 2018
Ranges TEC Courses
- Certificate II Building and Construction
- Certificate II in Electrotechnology Studies* (tbc)
- Certificate II Engineering Studies
- Certificate II Furniture Making Pathways
- Certificate II Horticulture Studies
- Certificate II Kitchen Operations*

Other Courses
- Certificate III Acting (Screen) – delivered by the Australian College for Dramatic Arts at Lilydale High School
- Certificate II Animal Studies – Lilydale High School
- Certificate II Automotive – Healesville High or Yarra Hills
- Certificate III Music – Billanook College
- Certificate II Retail Cosmetics – Healesville Living and Learning Centre*
- Certificate III Screen & Media – Mt Lilydale Mercy
- Certificate III Sport & Recreation – Upper Yarra Secondary

* Please note times outside Wednesday afternoon apply and so course may clash with other subjects.

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 (YYV) Cluster but they do have a large range of options. Students may be directed there if a similar course in the YYV Cluster is too full. Information about BHI’s courses can be found in the “VETiS 2019 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.

VETiS Course Descriptions
For information about each course, please download the brochure via the MECS website:
- Resources/ Careers Help/ link to Careers Website/ Senior School/ Vocational Education & Training/ (red box).

Hard copies of each brochure will also be available at the information evenings and at the Senior School Office.

Note: A large range of VETiS courses are also offered through local TAFE providers. These courses attract higher fees than courses offered through the YYVC but they are available to our students. If you don’t see something that interests you in this list, please see the VET Co-ordinator, Amelia Koole, who may be able to help you find something suitable outside the YYVC.

Certificate II Building & Construction
Ranges TEC 1st Year Wed all day, 2nd Year Thurs all day
This course aims to provide participants with the knowledge and skills development to enhance their employment prospects within the building and construction industry. It enables participants to gain credit towards a nationally recognised credential.

Certificate II Engineering Studies
Ranges TEC Wednesday 1.00pm – 5.30pm
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.
Certificate II Electrotechnology (Pre-vocational)

Ranges TEC 1st Year Wed 8.00am – 12.30pm, 2nd Year Wed 1.00pm – 5.30pm
This course provides the opportunity for those wishing to gain employment in the electrotechnology industry with the required prerequisite knowledge and skills to gain access to a wide range of apprenticeships offered within this industry. The course provides training in basic electrical theory, electrical workshop practices, wiring and basic installation skills, the use of hand and power tools.

(Note: No Unit 3&4 credits awarded, Units 1&2 only)

Certificate II Automotive

Healesville High Wednesday all day
Yarra Hills Secondary College Wed 1.00pm – 4.30pm
This certificate provides students with the knowledge and skills to assist them in gaining employment in the automotive repair, service and retail sectors.

Certificate III Music

Billanook College Wednesday 1.30pm – 4.30pm
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.

Certificate II Furniture Making Pathways

Ranges TEC Wednesday 12.30pm – 5.30pm
This course aims to provide participants with knowledge and skill development to perform the manufacture of free-standing furniture or built-in cabinets, and provide on-site assistance in the installation of furniture or cabinets involving known routines and procedures.

Certificate II Horticulture Studies

Ranges TEC Wednesday 12.30pm – 5.00pm
The program is designed to provide students with an understanding of the practices that occur in horticultural operation and allow them to experience and develop horticultural skills in real workplace situations.

Certificate II Kitchen Operations

Ranges TEC 1st Year Wed 12.30pm – 5.00pm
2nd Year Thurs 4.00pm – 8.30pm
The training program incorporates collecting, analysing and organising information, communicating ideas and information, planning and organising, working with others, using mathematical ideas and techniques, solving problems and using technology.

Certificate II Retail Cosmetics

Healesville Living and Learning Centre 1st Year Wed 8.30am – 12.30pm, 2nd Year Wed 1.00pm – 5.30pm
The qualification is suitable for anyone who wants to work as a retail sales consultant in any business that sells beauty or cosmetic products and services such as a beauty and hairdressing salon, retail outlet or department store. The program is designed to help you slowly build on your knowledge and skills with the support of a qualified and experienced hair and beauty Tutor.

Note: No Unit 3&4 credit. Unit 1&2 only.

Certificate III Acting (Screen)

Delivered by the Australian College for Dramatic Arts at Lilydale High School Wednesday 3.30pm – 6.30pm (tbc)
This certificate develops student knowledge of the variety of careers available in the Film and Television industries - as well as to develop students’ acting and technical competence.

Certificate II Animal Studies

Lilydale High School
Wed 1st Year 12.30pm – 3.30pm, 2nd Year 3.30pm – 6.30pm
To provide training and skill development in areas of the animal care and management industry. This includes animal husbandry techniques, animal health requirements, maintenance of enclosures, presenting information to the public, animal first aid and medical treatment, record keeping, breeding of animals legislation, animal behaviour and animal autonomy.
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 full-orbed 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 and excellent attendance at VCE practice exams. 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.

For this reason 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
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 with at least two at Unit 3 and 4 level.

Students need to satisfactorily complete a minimum of three sequences of Units 3 and 4 studies in addition to the English requirements. 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 (Subjects listed in order from highest score to lowest excl. English)</th>
<th>Scaled study score (maximum 30)*</th>
<th>Overall calculation of study score</th>
<th>ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Four</td>
<td>1. English (must be included in the top four)</td>
<td>27.75</td>
<td>27.75</td>
</tr>
<tr>
<td></td>
<td>2. Maths, Further Maths</td>
<td>38.09</td>
<td>38.09</td>
</tr>
<tr>
<td></td>
<td>3. Chemistry</td>
<td>37.63</td>
<td>37.63</td>
</tr>
<tr>
<td></td>
<td>4. Physics</td>
<td>37.56</td>
<td>37.56</td>
</tr>
<tr>
<td>10% of scaled study score</td>
<td>5. VCE VET Studies</td>
<td>35.2</td>
<td>3.52</td>
</tr>
<tr>
<td></td>
<td>6. History Revolutions</td>
<td>24.5</td>
<td>2.45</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Aggregate score: 147.00</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 91% 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 early commencement 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.
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 early commencement of the following year's classes 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. Finally, during the year, all students are provided with two blocks of timetabled practice examinations to best prepare them for the end of year examinations.
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.

**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 2020/2021’(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. She 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.

**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 subjects including at least one English option.
Biology.................................................. Units 1, 2, 3 & 4 ......................... 23
Business Management ....................... Units 1, 2, 3 & 4 ......................... 24
Chemistry ................................................. Units 1, 2, 3 & 4 ..................... 25
Drama...................................................... Units 1, 2, 3 & 4 ..................... 26
English..................................................... Units 1, 2, 3 & 4 ..................... 27
English Language ..................................... Units 3 & 4 .............................. 28
Health & Human Development.............. Units 1, 2, 3 & 4 ......................... 29
History ..................................................... Units 1, 2, 3 & 4 ..................... 30
Legal studies.......................................... Units 1, 2, 3 & 4 ..................... 31
Literature............................................... Units 1, 2, 3 & 4 ..................... 32
Mathematics (General & Further)........... Units 1, 2, 3 & 4 ......................... 33
Mathematical Methods ....................... Units 1, 2, 3 & 4 ......................... 34
Mathematics - Specialist ..................... Units 1, 2, 3 & 4 ......................... 35
Music Performance .............................. Units 1, 2, 3 & 4 ......................... 36
Outdoor & Environmental Studies........ Units 1 & 2 ............................ 37
Philosophy of Ideas .............................. .............................................. 37
Physical Education .............................. Units 1, 2, 3 & 4 ......................... 38
Physics ..................................................... Units 1, 2, 3 & 4 ..................... 39
Psychology.............................................. Units 1, 2, 3 & 4 ..................... 40
Religion & Society .................. Units 2, 3 & 4 .............................. 41
Studio Arts............................................ Units 1, 2, 3 & 4 ..................... 42
Text & Traditions ................................. Units 2, 3 & 4 ......................... 43
Visual Communication Design ............ Units 1, 2, 3 & 4 ......................... 44
VCE Options at External Schools........ Units 1, 2, 3 & 4 ......................... 45

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?

Content
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?

Content
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?

Content
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?

Content
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

<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 Coursework</td>
<td>School Assessed</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>Unit 4 Coursework</td>
<td>School Assessed</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>Written Examination</td>
<td>November - 2 Shoor</td>
<td>60</td>
</tr>
</tbody>
</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 can all bring economic equality and social justice to the needy of our fallen world.

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.
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.

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

Content
• 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 2 - What makes water such a unique chemical?

Content
• 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.

Unit 3 - How can chemical processes be designed to optimise efficiency?

Content
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.

2. 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.

Unit 4 - How are organic compounds categorised, analysed and used?

Content
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.

3. 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.

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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<tbody>
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Drama

Unit 1 - Introducing performance styles

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.

Core Focus
In this unit we explore performance styles from different cultures and historical periods, and learn about drama traditions of storytelling.

Content:
At MECS, students work in groups to develop an ensemble performance based on personal and cultural stories. This involves a process of researching, improvising, discussing, script-writing, creating characters and rehearsing. Students learn about the elements of a drama performance and use stagecraft (costumes, lighting, etc.). They also watch a professional performance.

Written work includes:
• The documentation and evaluation of students' own work
• The evaluation of a professional performance
• An end of unit examination

Teacher tip: Although we do use scripts occasionally, VCE Drama is mainly about creating your own Drama work. It's a challenging subject but it's fun and rewarding, and it's fantastic for developing your confidence and creative skills!

Unit 2 - Australian identity

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.

Core Focus
Students explore the idea of Australian identity present in contemporary theatre.

Content:
The content is similar to Unit 1 except that in this unit MECS students create a solo performance rather than an ensemble. This is based on an Australian person, event, issue, place, artwork or text.

Students continue to learn about different 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
• An end of unit examination

Teacher tip: Doing a solo performance isn't as scary as it sounds! After the experience of an ensemble, students really enjoy the challenge of being responsible for every aspect of their own performance. 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 Year 12 course, if they wish to undertake this.

Unit 3 - Devised ensemble performance

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

Core Focus
In the process of devising an ensemble performance, students explore non-naturalistic performance styles from contemporary or traditional theatre.

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. Students analyse their own work and a professional performance selected from the VCAA Playlist.

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

Unit 4 - Devised solo performance

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.

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

Content:
Firstly, students devise a mini solo performance, experimenting with playmaking techniques such as research and creating a range of characters.

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

Teacher tip: Again, don’t let the thought of doing a solo performance examination put you off! By this stage students have so much performance experience under their belts they are more than ready for it!

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.
Perspective

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

Core Focus

VCE English focuses on how language is used to create meaning in written, spoken and multimodal texts, for example films. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts such as opinion pieces 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 goals.

Rationale

The study of English is intended to help develop literate individuals capable of critical 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 a range of cultures and time periods, students become confident, articulate and critically aware communicators. They further develop a sense of themselves, their world and their place within it.

Content:

1. **Reading and creating texts**: This involves the detailed study of written or film texts. Students will complete both analytical and creative responses 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.

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. Language is used to either build solidarity between people or reinforce distance and status. The power of language and the effect it has on relationships is referred to numerous times in the Bible. The language we choose to use is something that can either build and encourage or serve to ostracise and discourage. These Biblical concepts are consistent with the ideas explored in these units.

Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit.

Informed by the discipline of linguistics, English Language provides students with metalinguistic tools to understand and analyse language use, variation and change. Students explore how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions and to create and disrupt social cohesion.

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 use.

Units 3 - Language variation and social purpose

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.

Units 4 - Language variation and identity

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.
Health & Human Development

**Perspective**

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

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

There are factors that affect health and allow people to be empowered to live life to the fullest, 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 environmentally 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.

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**Unit 1 - Understanding health and wellbeing**

**Core Focus**

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions.

**Content:**

This unit explores:

1. Broad, multidimensional approaches to health and wellbeing.
2. Food and nutrition as foundations for good health and wellbeing, including, roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating.
3. The health and wellbeing of Australia’s youth, and conduct independent research into a selected area of interest.

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**Unit 2 - Managing health and development**

**Core Focus**

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives.

**Content:**

This unit explores:

1. The developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours.
2. The health system in Australia, and the functions of various entities that play a role in our health system.

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**Unit 3 - Australia’s health in a globalised world**

**Core Focus**

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts.

**Content:**

This unit explores:

1. Health and wellbeing and illness as complex, dynamic and subjective concepts.
2. Different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing.

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**Unit 4 - Health and human development in a global context**

**Core Focus**

This Unit examines health and wellbeing, and human development in a global context.

**Content:**

This unit explores:

1. Similarities and differences in major burdens of disease in low-, middle- and high income countries, including Australia.
2. Actions for promoting health globally. It looks at the rationale, objectives and interdependencies of the UN’s Sustainable Development Goals, focusing on their promotion of health and wellbeing and human development.
History

Unit 1 - The making of Empires

**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.

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

**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?

Unit 2 - Twentieth century history 1918-1939

**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.

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

**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?

Unit 3 - Revolutions (France, 1789)

**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.

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

**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.

Unit 4 - Revolutions (Russia, October 1917)

**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.

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

**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.
Perspective
Perspective: LEARN to do good. SEEK justice. GO into bat for the defenceless. Isaiah 1:17. So what does God mean when he says “seek justice”? We tend to think of justice as strictly punishing wrongdoing. But that is not how the Bible uses the word. It’s associated with the cause of a person – both to protect them from harm and to do good to them. Justice is active pleading of the case of the oppressed. It is meeting the needs of others and giving generously.

Unit 1 - Guild and Liability

Core Focus
In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

Content:
This unit explores:
1. The foundational knowledge of laws and the Australian legal system by visiting the Victorian Parliament and the County Court.
2. The key concepts in criminal law and types of crime and investigate two criminal offences in detail, by participating in a criminal mock court case.
3. The key concepts in civil law and investigate two areas of civil law in detail, by researching and presenting.

Unit 2 - Sanctions, Remedies and Rights

Core Focus
In this unit students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights.

Content:
This unit explores:
1. Key concepts in the determination of a criminal case, including the institutions that enforce criminal law, and the purposes and types of sanctions and approaches to sentencing.
2. Key concepts in the resolution of a civil case, including the methods used and institutions available to resolve disputes, and the purposes and types of remedies.
3. The ways in which rights are protected in Australia and compare this approach with that of another country. Based on this comparison, they consider possible reforms to the ways rights are protected in Australia.

Unit 3 - Rights and Justics

Core Focus
In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates’ Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, etc, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld.

Content:
This unit explores:
1. The criminal justice system, its range of personnel and institutions and the various means it uses to determine a criminal case. Students investigate the rights of the accused and of victims, and explore the purposes and types of sanctions and sentencing considerations.
2. The factors relevant to commencing a civil claim, examine the institutions and methods used to resolve a civil dispute and explore the purposes and types of remedies. Students consider factors that affect the ability of the civil justice system to achieve the principles of justice

Unit 4 - The People and the Law

Core Focus
In this unit students examine how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

Content:
This unit explores:
1. The relationship between the Australian people and the Australian Constitution and the ways in which the Australian Constitution acts as a check on parliament in law-making.
2. Factors that affect the ability of parliament and courts to make law. They examine the relationship between parliament and courts in law-making and consider the capacity of both institutions to respond to the need for law reform.
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 1 & 2 Assessment Tasks
• SACS are written essays of between 1200 – 2000 words.
• One assessment will be presented orally.

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 print texts and one film text 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. Two texts are studied.

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
“This course 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.”
Perspective
General Mathematics and Further Mathematics focus on the application of mathematical skills to the real world. Each subject aims to build a greater confidence in the use of mathematical skills and technology. 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.

Overall Final Assessment

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<th>Contribution to Study Score (%)</th>
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Mathematical Methods

Perspective
Mathematics as a subject is not just about learning concepts but developing curiosity about patterns 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 see the world in new ways.

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

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

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Perspective

Specialist Maths comprises a combination of prescribed and selected non-calculus based topics and provide courses of study for students interested in advanced study of mathematics, with a focus on mathematical structure and reasoning. They incorporate topics that, in conjunction with Mathematical Methods Units 1 and 2, provide preparation for Specialist Mathematics Units 3 and 4 and cover assumed knowledge and skills for those units.

Specialist Mathematics Units 3 and 4 are designed to be taken in conjunction with Mathematical Methods Units 3 and 4, or following previous completion of Mathematical Methods Units 3 and 4. The areas of study extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as complex numbers, vectors, differential equations, mechanics and statistical inference. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

Units 1 & 2

Core Focus

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. The areas of study for Units 1 and 2 of Specialist Maths are:

Content:

• Algebra and structure
• Arithmetic and number
• Discrete mathematics
• Geometry, measurement and trigonometry
• Graphs of linear and non-linear relations
• Statistics.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Units 3 & 4

Core Focus

Specialist Mathematics Units 3 and 4 are designed to be taken in conjunction with Mathematical Methods Units 3 and 4. The areas of study extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as complex numbers, vectors, differential equations, mechanics and statistical inference.

Content:

• Functions and graphs
• Algebra
• Calculus
• Vectors
• Mechanics
• Probability and statistics

Specialist Maths assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, they key knowledge and skills from Specialist Mathematics Units 1 and 2 topics, ‘Number systems and recursion’ and ‘Geometry in the plane and proof’, and concurrent or previous study of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics, which are drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and influence with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphics, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.
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).

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

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
Outdoor & Environmental Studies (MDCS)

Unit 1 - Exploring outdoor experiences

Core Focus
This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual’s access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Content:
In this unit students explore:
• Motivations for outdoor experiences
• Influences on outdoor experiences

Unit 2 - Discovering outdoor environments

Core Focus
Discovering outdoor environments This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

Content:
In this unit students explore:
• Investigating outdoor environments
• Impacts on outdoor environments

Please Note:
Only Units 1 and 2 will run in 2019.
Units 3 & 4 will run in 2020.

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.
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 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 (eg 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 - Movement skills and energy for physical activity

**Perspective**
God has created our physical bodies to be good and for us to enjoy. We can hone our skills and abilities to relish and grow our physical strength and coordination. While the intricacies of how our bodies work are still in many ways a mystery, the study of the human body can point us back to reflect on the wonderful way we are created.

**Core Focus**
The biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. The relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise.

**Content:**
1. How movement skills are improved through biomechanical analysis and coaching strategies.
2. How the major body and energy systems work together to enable movements to occur.
3. The factors that cause fatigue, and suitable recovery strategies.

Unit 4 - Training to improve performance

**Perspective**
Competition and excellence in sport can be God-honouring endeavours, but too often this is distorted by idolatry and selfish motives. Learning to appreciate the use our bodies in sport can point back to God's intention in creation and bring glory to Him.

**Core Focus**
Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

**Content:**
1. The foundations of an effective training program including an activity analysis, data collection, fitness testing, and components of fitness.
2. How to implement a training program including elements of a training session, training principles, and training methods.
3. How performance is improved including chronic adaptations from training, psychological strategies, nutritional and hydration strategies.

**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.

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.

Overall Final Assessment
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<tr>
<td>3</td>
<td>Written Examination</td>
<td>November - 2.5hour</td>
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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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**Religion & Society - Units *2, 3 & 4**

**Unit 2 - Religion and ethics**

**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 major world religions.
3. Exploration of contemporary ethical issues through a written response.

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

**Unit 3 - The search for meaning**

**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 significant Christian figures.

**Unit 4 - Religion, challenge and change**

**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.
**Studio Arts**

**Unit 1 - Studio inspiration and techniques**

**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.

**Unit 2 - Studio exploration and concepts**

**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. 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.

**Unit 3 - Studio practices and processes**

**Perspective**
God has made us as creative beings as a reflection of his own creativity. Students are able to explore how to communicate their own creative ideas through visual means to bring a powerful message to a viewer.

**Core Focus**
This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. They plan and apply a design process to explore, develop and express their individual ideas.

**Content:**
In this unit students:
1. Will prepare an exploration proposal outlining what conceptual possibilities they intend to explore.
2. Will present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal.
3. Will discuss art practices in relation to particular artworks of at least two artists and analyse ways in which artists develop their styles.

**Unit 4 - Studio practice and art industry contexts**

**Perspective**
God has made us as creative beings as a reflection of his own creativity. Students are able to explore how to communicate their own creative ideas through visual means to bring a powerful message to a viewer.

**Core Focus**
This unit focuses on the production of a cohesive folio of finished artworks created from potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. This unit also investigates aspects of artists’ involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks.

**Content:**
In this unit students:
1. Present a cohesive folio of finished artworks, based on selected potential directions developed through the design process, that demonstrates skilful application of materials and techniques and that realises and communicates the student’s ideas.
2. Learn to provide written and visual evidence of the folio focus and how the final folio of work communicates the conceptual ideas presented in Unit 3.
3. Examine and explain the preparation and presentation of artworks in at least two different exhibition spaces, and discuss the various roles, processes and methods involved in the exhibition of artworks.

**Overall Final Assessment**

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</tbody>
</table>

42
**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.

**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. Major injustice issues facing the earth including: homelessness, sex slavery, poverty, domestic violence, corruption, food insecurity.
4. Investigation of organisations combating injustice.
5. Religious text comparison on injustice issue.

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

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**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 John 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.

**Content:**

1. A study of the ancient Roman world as the context of John's Gospel.
2. Exploring the unique themes and visions of John's Gospel.
3. Different techniques for interpreting Biblical texts.

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**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 John, 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.

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**Teacher Tip (Unit 3&4)**

“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.”
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.

Unit 2 - Application of visual communication within design fields

**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.

Unit 3 - Visual Communication design practices

**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.

Unit 4 - Visual Communication design development, evaluation & 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.

**Overall Final Assessment**

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<tr>
<td>3</td>
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</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 (eg. 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?

As a campus of MECS, Ranges TEC strongly believes that each person has been uniquely made and gifted by God. These gifts are to be a blessing to the world. Ranges TEC has been established to provide a Christian education environment that honours those God has gifted to work with the practical minds and skills that God has given them.

Ranges TEC specialises in schooling for Years 10, 11 and 12 that is designed for active, hands-on learners. The main campus of MECS delivers the VCE (Victorian Certificate of Education), which is a senior secondary pathway primarily designed to prepare students for further education, including university. Ranges TEC provides another senior certificate of education called the VCAL, the Victorian Certificate of Applied Learning.

Ranges TEC prepares students for the workforce and real life. Ranges TEC develops the hard skills. These are required to design, create, build and make things with your hands. Ranges TEC also develops soft skills. These are needed to get along with others, to work in effective teams and lead others effectively.

The Facility

Ranges TEC has been designed to look and feel like the work place. While we do have traditional classrooms, where Literacy and Numeracy skills are taught, our classrooms are working trade workshops and worksites. On our Lilydale site we have a large restaurant quality kitchen, an engineering factory, and a wood working factory. Our Monbulk site is an 11 acre farm that has a working plant nursery and building site. We are also widely involved in the community where community projects are designed and built.

The Staff

Ranges TEC has a diverse staff that includes teachers, trade professionals, learning assistants and a chaplain. When students are being taught a VET subject they are taught by a trade professional. For example, in the Engineering workshop our Engineering teacher is a qualified fitter and machinist with 20 years experience.

Students are taught to see their teachers as supervisors or bosses. Just like the workforce, students are on first name basis with staff and are required to show the same respect that a supervisor is shown.

Class Sizes

Ranges TEC is both highly practical and relational. We want to put tools in students’ hands. To keep students safe and to get to know them well, our classes are kept to a maximum of 15.

What is the VCAL? The Victorian Certificate of Applied Learning

VCAL (The Victorian Certificate of Applied Learning) is an alternative senior school education certificate that is specifically designed as a pathway to starting an apprenticeship, further training at a Technical and Further Education Institute (TAFE), or getting a job after Year 12. In 2017 just over 52,000 students were enrolled in VCE and just over 24,000 students were enrolled in the VCAL.

The VCAL is made up of four strands:
1. Literacy, Oracy and Numeracy Skills
2. Work Related Skills
3. Industry Specific Skills (VET)
4. Personal Development Skills

While VCE is subject based and students choose individual subjects, which are delivered in isolation, the VCAL is mainly delivered in integrated projects and “real life” situations. The VCAL curriculum is delivered through the following ways:
1. Integrated Projects
2. Specific trade Skills
3. Work Placements
4. Literacy and Numeracy Skills Classes

The VCAL is delivered at three levels: Foundation, Intermediate and Senior. At Foundation level students have a significant amount of teacher help. At Intermediate level, the level of teacher help is reduced as students’ ability and maturity increases. At Senior level students have a high level of ability and maturity, which requires low levels of teacher assistance for them to show competency across the four VCAL strands.

In Year 10 students begin at Foundation level. In Year 11 a student will either progress to Intermediate level or continue at Foundation level if required. Then in Year 12 students may continue at the same level or they have the opportunity to progress to the next level, Intermediate or Senior.

To receive a VCAL certificate you must complete ten credit points that includes at least one credit point from each of the four strands.

Year 10 - The Taster Year

Taster Program

During Year 10 students get a taste of the five different trades that Ranges TEC offers as well a Sport and Recreation Taster. These Tasters give students a firsthand introductory experience of what working in that trade is like. As they undertake practical projects they are taught Work Related Skills (WRS) and Numeracy. Both WRS and Numeracy are components of the VCAL and are integrated within the Tasters. The beauty of this is that it makes sense to hands-on learners. They run approximately one day a week for 10 weeks. This is long enough to give a good taste and keeps the year dynamic. Tasters help students see what trades they like and have an aptitude for. They also teach students transferable skills, making them more adaptable in our changing world.

The Taster classes include:

- Horticulture
- Building and Construction
- Furniture Making
- Engineering
- Hospitality
- Sport and Recreation

Service Projects

Service Projects are another real life learning platform where student go into the community and take on meaningful projects that meet a community need. The main VCAL strands

Ranges TEC
integrated through the Service Projects are Literacy and Personal Development Skills (PDS).

An example of a Service Project that Ranges TEC has done was working with Melba Services. Initially students went to Melba Services and learnt about what it is like to live with a significant disability. Some practical needs were identified that our students could design (numeracy) and build (WRS) a solution for. The students then had to design their solution, write a formal proposal (Literacy) and make a presentation (Oracy) to the staff at Melba Services. The staff chose the design that they believed to be the best and our students constructed a fence to prevent wheelchairs from going down a hill. As they built, Melba clients helped us and we worked together (PDS).

For the last two year Ranges TEC has won VCAL Awards from the Victorian Curriculum and Assessment Authority. This is state recognition for the quality of Ranges TEC’s Service Projects.

Skills Classes
While much of our program is integrated we still have Numeracy and Literacy specific classes. These are scheduled in the morning, while practical classes are in the afternoon. This timetable is very suited to hands-on learners.

Work Placement (Structured Workplace Learning)
An important part of the Ranges TEC Year 10 program is Work Placement. It gives students a firsthand experience of “real work”. There are four blocks of Work Placement throughout the year so students can experience different trades and work environments.

Work Placement helps students:
- Decide whether a trade is really for them or not
- Learn how to communicate in the workplace
- Experience a “hard day’s work”

This time, actively supported by staff, is clearly linked to school learning outcomes and provides many opportunities for student assessment.

Explore Self and Others
There are two different personal development classes in Year 10.

The boys take on The Rite Journey (TRJ) where they explore four main areas:
- Who am I really?
- How do I get on with others?
- Is there something more?
- What is my purpose?

The girls meet together for “Tradie Ladies”, where they explore similar issues as well as what it’s like as a female tradie.

The class sizes are small and offer a highly supportive environment to help students as they transition to adulthood.

Also offered during Year 10
- Accredited Certificates - White Card, Level 1 First Aid and Safe Food Handling Skills.
- Strength Training - Throughout the year students build physical strength through a weekly gym training program at the Lilydale Squash and Fitness Centre.
- Driver Education
- A school camp (hike at Wilsons Promontory)

Year 11 Trade Year – VCAL
In Year 11, Ranges TEC students undertake the VCAL in full. The VCAL is an alternative pathway to VCE and in Year 11 it can be achieved at two different levels: Foundation and Intermediate. These levels are not related to students’ age or school year, rather their ability to work at different levels of independence and capacity. Students will take on the VCAL at the level that matches their ability. This is determined by the teachers in consultation with students and parents. The program will involve project work, VET studies, Literacy Skills, Numeracy Skills, Personal Development and Work Placement.

Projects – An Integrated Program
The VCAL has specific strands that students need to prove that they are competent in. To deliver these strands, Ranges TEC offers an integrated program. Projects allow students to take on several strands at the same time. For example, students choose to design and build a table out of recycled timber. As they design and build the table, Numeracy and Work Related Skills are taught in real time on a real project. This makes a lot of sense to students who are hands-on learners. In Year 11, students take on two major projects; one per semester. The first semester’s project is individually developed, while the second semester’s is a community project. These projects encourage collaborative learning, community engagement and business awareness.

VET Studies
VET is a common acronym used within both the VCE and the VCAL. It stands for Vocational Education and Training. It is also commonly called a pre-app, pre-apprenticeship or Certificate II. At Ranges TEC students have the opportunity to complete parts of different Certificate II courses and/or a full Certificate II in their choice of trade. It is common for Ranges TEC students to complete their VCAL having studied parts of more than one trade certificate. For example, if a student is not sure of the trade they wish to follow, they can take a Certificate II in one trade in Year 11, and take on another Certificate II in Year 12. This is part of learning transferable skills and career exploration that is possible at Ranges TEC.
The Certificate II courses offered at Ranges TEC include:

- Building & Construction
- Engineering
- Furniture Making
- Horticulture
- Hospitality
- Electrotechnology (to be confirmed for 2019)

Short Course certificates offered at Ranges TEC include:

- White Card (Prepare to work safely in the construction industry)
- First Aid
- Food Handling Safety

These three short courses are delivered as a part of the Year 10 program.

If your son or daughter would like to take on a VET certificate that Ranges TEC does not offer (via another course provider) this can be considered if it can fit in with the whole program (extra fees may apply).

Literacy and Numeracy Skills Class and Personal Development

As much as possible both Literacy and Numeracy is taught within the projects. However there is still a need for students to have specific skills classes to make sure they are both learning the required skills and covering all the elements of both these disciplines according to the VCAL guidelines. These classes are similar to conventional school.

Personal Development is also largely integrated however we also have one class a week called My Story. This is a journey of self-discovery where students are given the opportunity to explore their journey in life up to this point. It is a valuable time of personal growth.

Work Placement

A primary focus of Ranges TEC is to prepare students for the workforce. Work Placement provides many benefits to students. It gives them firsthand experience of the REAL workforce, what bosses expect, how to relate to other employees, OHS practices, and what a full day of work feels like. When back at Ranges TEC there is class time where students discuss their individual experience and have written work that ties in Work Placement with the VCAL. Students must have a minimum of two different Work Placements with a maximum of 20 days at one employer.

Year 12 – Individual Projects & Immersion Project

In the final year of schooling at Ranges TEC, students can complete their Victorian Certificate of Applied Learning (VCAL) and Vocational Education Training (VET) certificates in a highly individualised program. Students are focussed on individual programs, usually in a trade context, and undertake learning outcomes of the VCAL. It is common to have students studying at different levels of the VCAL: Foundation, Intermediate or Senior, according to their ability. In addition to a specific project, students participate in the weekly class, Our Story, which looks at their personal development in the context of the world around them.

Students also participate in an immersion project focusing on community development. For example in 2018 students are going to travel to Darwin to work with a local Indigenous community to assist in some projects that met some of their practical needs.

VET Studies and SBATs

VET studies are a compulsory part of Year 12 and students have several options which depend on what they have achieved in Year 11 and the pathways which they would like to open up for the future. A student might finish their VET studies in the Certificate II that they started in Year 11. They may begin another Certificate II in another industry. Or they may be able to begin an School Based Apprenticeship (SBAT).

School Based Apprenticeships

SBATs are designed for students to be able to complete their senior year at school and start as an apprentice at the same time. This is a great bonus for students as by the end of Year 12 they will also have completed part of their first year as an apprentice while getting paid. In a typical week students will do three days of VCAL, one day of VET and one day as a paid apprentice (this may vary depending on the course, the employer and the student’s ability to get through their work. It’s a fantastic stepping stone into an apprenticeship.

Helpful internet links

The Range website TEC: www.rangestec.vic.edu.au
To complete VCAL at any level, you need to have 10 Credit Points. There are multiple ways to make up the total of 10.