MAZENOD COLLEGE – Senior School Course Guide

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Senior School Course Guide 2011

Timeline of Events

July
Distribution of Senior School Course Guide to current Yr 10 and Yr 11 students. Brief overview by Deputy Principal – Curriculum and Careers Coordinator.

Information Gathering (Job Guide, OZ JAC, Careers Office, Open Days, Work Experience etc.)

Course Counselling occurring within Pastoral Care periods with assigned staff counsellors.

Monday 26 July
Senior School Information Evening for Year 10 commencing at 7.00pm in the Lecture Theatre, O’Rourke Complex.

August
Tuesday 17 & Wednesday 18 August - Parent Teacher Night

Friday 27 August – Course selection completed online by Yr 10 and Yr 11 students.

September
Planning and Blocking of units to be offered by Mazenod College.

October /November
Further counselling on course selections, where necessary, based on review of this year’s results. Individual interviews with students/parents where necessary.

November
Final Blocking of units and course selection completed. Confirmation and approval to students for 2011 course.

Transition timetabled classes:
Yr 11 2011, 29-30 November
Yr 12 2011, 18-26 November

January 2011
Commence Senior School classes.

Note:
The College will endeavour to offer as many VCE/VCAL/VET units as possible. All offers of units are initially provisional and final classes are dependent on staff availability, level of student interest and blocking constraints of the timetable.

Further Assistance
If parents or students would like further assistance with any matters regarding the VCE/VCAL/VET beyond that which is offered, please ring the College to arrange an appointment. Please contact:

Mr Noel Jenkinson
Deputy Principal – Curriculum
Ms Vivian Seremetis
Careers & VET Coordinator

Mr Mark Rolfe
VCE Coordinator
Mr Matthew Johnson
VCAL Coordinator
Mr James Tranter
Enhancement Coordinator

Mazenod College
5 Kernot Avenue MULGRAVE, 3170
Telephone: 9560 0911
Facsimile: 9562 2442
Web Address: www.mazenod.vic.edu.au
Planning your Senior School Pathway – Checklist

Planning for Year 11, 2011

Before Monday 26 July 2010

☐ Read the Mazenod College Senior School Course Guide and encourage your parents to look through the courses on offer by the College.
☐ Attend the Senior School Information Evening together with your parents.

Pathway Planning (3 weeks – by 17 August 2010)

☐ Using the Job Guide, complete the ‘Senior School Counselling & Career Research’ document provided by your homeroom teacher or subject counsellor.
☐ Make a list of the University and/or TAFE courses you are interested in.
☐ Discuss your selection with your parents.
☐ In the month of August, attend University and TAFE Open Days together with your parents to collect information on potential courses of interest.
☐ Using The Age Tertiary Planner (provided by the College), complete the ‘VICTER Prerequisite Research Table’.
☐ Build a list of the subjects you will undertake in your VCE or VCAL program (back page of this Guide).
☐ Make sure you have all the prerequisite subjects for the courses that interest you.
☐ Make an appointment with your Subject Counsellor.

PLEASE NOTE: You must bring with you your completed ‘Senior School Counselling & Career Research’ document and ‘VICTER Prerequisite Research Table’ to this interview. Students without documentation will have their appointment cancelled and risk being able to lodge final subject selections.

Final Planning Stage

☐ A follow up appointment or referral may be made for you by your counsellor.
☐ Attend parent-teacher interviews to speak with your teachers about your progress and seek their recommendations in pursuing subjects in your Senior School Program.
☐ Complete your final subject selections for 2011 and have these checked and signed by your subject counsellor for approval.
☐ Enter your subject selection online at the College no later than Friday 27 August 2010.

Planning For Year 12, 2011

☐ Read the Mazenod College Senior School Course Guide and encourage your parents to look through the courses on offer by the College.
☐ Attend the Year 11 Assembly and complete a COURSESCAN Request.
☐ Refine your list of the University and/or TAFE courses you are interested in (from last year’s planning).
☐ Discuss your career pathway plan with your parents.
☐ In the month of August, attend University and TAFE Open Days together with your parents to collect information on potential courses of interest.
☐ Confirm your list of the subjects you will undertake in your Year 12 VCE program.
☐ Make an appointment with your Subject Counsellor.

PLEASE NOTE: You must bring with you your completed ‘Subject Selection & Career Action Plan’ document and ‘CourseScan’ printout to this interview. Students without documentation will have their appointment cancelled and risk being able to lodge final subject selections.
☐ A follow up appointment or referral may be made for you by your counsellor.
☐ Attend parent-teacher interviews to speak with your teachers about your progress and seek their recommendations in pursuing subjects in your Year 12 VCE program.
☐ Complete your final subject selections for 2011 and have these checked and signed by your subject counsellor for approval.
☐ Enter your subject selection online at the College no later than Friday 27 August 2010.
A - INTRODUCTION TO VCE

The Victorian Certificate of Education (VCE) offers a range of options to the student that complements the work undertaken in Years 7 – 10 and which also acts as a foundation for further studies or career choices.

To maximise opportunities and experiences the VCE extends over 2 years. Some students may be strongly advised at the end of their first year to extend their VCE to a 3 year program. This advice will be based on the students’ preparedness to cope with the assessment program in Year 12 as demonstrated in their first year of VCE. A major aim of study in Years 11 and 12 is to encourage the student to develop self-discipline and become responsible for his own learning.

How to Qualify for VCE Entry: Promotion Policy

- To qualify for VCE a student must have demonstrated a reasonable effort and an aptitude for study. Students will also need to achieve D+ or better in the end of year exam in Year 10 (55%).
- To qualify for VCE entry into any given subject a student should have been successful in that subject or a related unit in Year 10. The quality of Year 10 results will affect the subject choices available to students.
- Special consideration may be available on application.
- Students are strongly advised to consult both the appropriate subject coordinator and teacher prior to all subject choices.

How do I choose?

- Determine your dreams and ambitions for future work.
- Work out how you might get there (don’t forget there will be several different pathways to get you where you want to go).
- Will you need to go on to Higher Education (University or TAFE Diplomas) or will you need an apprenticeship or traineeship?
- Are there any subjects in Years 11 and 12 that you MUST take (prerequisites) to enter the course or jobs you are researching?
- Most courses or jobs only require you to have an English Study and 1 or 2 other subjects. The other subjects you can study should be the ones you are best at and enjoy the most.
- Get your information from reputable sources (e.g. course guides, Industry Representatives, Careers Advisor etc).
- Rank the jobs and courses into your order of preference then investigate them in detail (e.g. Open days, VICTER, Handbooks and on-line web resources).

Before you make the final choice

1. Realistically assess your own abilities. Look at previous test, exam, project and essay grades and comments. How well did you perform in these tasks?
2. Based on your self-assessment, determine the career goals available to you (this should involve gathering information from parents, teachers, the careers advisor and career resources).
3. Be aware of the importance of Years 11 and 12 to your future and be prepared to cope with the demands and commitment they will entail.
Resources at Mazenod
Many of the following resources are available for students and parents to consult either in the College Library or from the:

- Careers/VET Coordinator - Ms V Seremetis
- VCAL Coordinator – Mr M Johnson
- VCE Coordinator - Mr M Rolfe
- Enhancement Coordinator – Mr J Tranter
- Deputy Principal (Curriculum) – Mr N Jenkinson

- Job Guide
- University & TAFE Handbooks/Brochures
- Open Days
- VTAC Guides and Interstate Guides
- OZJAC
- Video Tapes on Careers
- Victorian Tertiary Entrance Requirements
- Careers WebPages

Student Program
Generally students will undertake a program consisting of 24 units spread over two years. In some circumstances, some students may be given permission to attempt fewer or more than 24. The VCE requires each student’s program to include:

- Four units of English Studies
  (including English 1-4 and/or Literature 1-4 and/or English Language 1-4)

At Mazenod College students can choose their remaining units, but Religious Education in Years 11 and 12 is compulsory.

Some Year 11 and Year 12 students have also taken the opportunity to enrol as TAFE students and in addition to obtaining their VCE will receive credits in VET (Vocational Education and Training) programs. Some Year 12 students are engaged in Biology or History or Mathematics Enhancement Studies Program at Monash University, which gives them credits towards a first year university subject.

VCE: Successful Completion
To be eligible for the award of the VCE, students must successfully complete at least 16 units and a certificate will only be granted if you successfully complete:

- At least three units of English Studies (English 1-4 and/or Literature 1-4 and/or English Language 1-4) AND
- Three sequences of Units 3 and 4 studies other than English

"Successful Completion" for each unit is granted when outcomes for each unit are deemed satisfactorily demonstrated according to the specifications stated with each school assessment (SAC) or (SAT). Work submitted must clearly be the student's own work. It not only has to be done but it has to meet the specifications that determine the quality and quantity of the work. Work is judged S (Satisfactory) or N (Unsatisfactory).

For each unit, all work must be successfully completed for a unit result of S.
A unit result of N is awarded if some of the work within the unit has not been completed within the semester the unit is studied. These results are included for each subject on the VCE Certificate, which is issued at the end of each year. It is vital for students to be aware of the importance of completing all school assessment within the semester.
VCE: Assessment

Outcomes Units 1 – 4
Each VCE unit includes 2 to 4 outcomes that highlight the key knowledge and key skills to be achieved by students. Students will be given the opportunity in the assessment tasks of each unit to demonstrate the achievement of each outcome. The achievement of outcomes will be assessed by teachers and will be reported to the Victorian Curriculum and Assessment Authority (VCAA).

Levels of Performance
Within each unit students are required to complete a number of assessment tasks and an exam from which evaluations are made regarding the level of performance or standard attained.

School Based Assessment Units 1 and 2
Within Units 1 and 2, the subject teachers at Mazenod College determine assessment tasks and each will be ranked on a 10-point scale (A+ to E) indicating the level of performance on that task. These results will be communicated to parents in a school report for each subject, but will not be included on the statement of results from VCAA. For Unit 1 & 2 subjects VCAA only reports S or N for each unit.

School Assessment (SACs and SATs) Units 3 and 4
For most subjects this involves School Assessed Coursework (SACs) but some subjects such as Art or Visual Communication and Design have School Assessed Tasks (SATs). In both cases, VCAA outlines the type of assessment tasks to be completed and ten grades (A+ to E) are reported by VCAA for assessment tasks (SACs, SATs or exams) completed as part of Units 3 and 4.

Tertiary Selection

An Australian Tertiary Admission Ranking (ATAR) is calculated using the grades achieved on Assessment Tasks for each subject. It uses the scores in an English study (includes English 3/4 or English Literature 3/4 and or English Language 3-4) plus the best 3 other subject scores plus 10% of the next 2 subject scores. Only 6 subject scores are counted. Requirements for all institutions are:

- The satisfactory completion of the VCE, AND
- The satisfactory completion of units 3 and 4 of an English study in the one year.

A subject will not be included in a tertiary entrance calculation, if

- A student has not obtained an S for the course work
- More than one assessment task in a subject is graded either UG or NA.

The ATAR is used as the basis for selection into employment, training and tertiary studies (Universities or TAFE Institutes).

Tertiary entrance is also affected by the prerequisite subjects which are included by the different university faculties and TAFE Colleges. Students need to be aware of this information and if they have a particular interest in a tertiary course the best source of information is the selection officer of the faculty of the tertiary institution.
B - SUBJECT SELECTION: IMPORTANT CONSIDERATIONS

- Some variations may occur in the subjects offered. This is due to student numbers, staff availability, financial resources and the mix of other units on offer. **A subject will only be offered if there is a viable class.** In cases where there is not a viable class, (i.e., not enough students select that subject), students will be given another selection opportunity.
- It is in students’ interest to determine from tertiary prerequisites, which sequence of Maths and which other subjects are best suited to their career aspirations.
- Note that timetable restrictions mean that there is limited opportunity to change your subjects at the beginning or in the middle of next year.
- Some subjects may have both Year 11 & 12 students together. Due to timetabling constraints, these subjects will have one of their single periods before or after school **EACH week.** Students **MUST** attend this class outside normal school hours each week. Previous examples include Japanese, Music & IT: Software Development.

**Criteria for selecting students into VCE courses**
The following criteria will be applied to determine who is placed in a subject (if too many students apply for a subject some may be placed on a waiting list and asked to make another choice):
- The student has received satisfactory results on previous exams in that subject (55%)
- The student has displayed a serious approach to studies and school in general
- If the subject is necessary for the student to fulfill VCAA requirements
- If the subject is part of a package (e.g. VET), or complements the students course
- If a student has shown disinterest and/or consistently poor results in the assessment tasks of a subject studied in the previous semester, their position in that subject may be reviewed
- If the selection form arrived after the due date without extenuating circumstances, the student will be placed at the end of the waiting list for that particular subject

**Criteria for Selecting Students into VET and VCAL courses**
As there may be limited places in these courses, the following criteria have been established to appropriately select students:
- Commitment to the course, including extra work at school and at TAFE if required
- A positive attitude towards study and staff
- Demonstrated interest in this field as a career choice
- An understanding and acceptance of all requirements as listed in the handbook and other information sheets
- An awareness and acceptance of any extra costs involved
For further information, see the VET and VCAL sections of this handbook or contact Ms Vivian Seremetis - VET Coordinator or Mr Matthew Johnson – VCAL Coordinator.

**Criteria for Selecting Students into Units 3 & 4 Subjects in Year 11**
Students wanting to attempt Unit 3 & 4 subjects in Year 11 other than Religion will need to meet these criteria:
- A/B+ average grades in Year 10 subjects
- an 80% mid-Year 10 Exam Average
- a very strong record of achievement in the particular subject area
- a well considered two year VCE program
- teacher endorsement for the student to take that subject
- available room in the class
<table>
<thead>
<tr>
<th>Compulsory:</th>
<th>Year 10 VCE/VET</th>
<th>Year 11 (Units 1&amp;2 unless indicated 3&amp;4)</th>
<th>Year 12 (Units 3 &amp; 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion &amp; Society</td>
<td>English or Literature or English Language</td>
<td>Religion &amp; Society (3 &amp; 4)</td>
<td>English or Literature or English Language</td>
</tr>
<tr>
<td>Arts</td>
<td>Accounting</td>
<td>Art</td>
<td>Accounting</td>
</tr>
<tr>
<td>Commerce</td>
<td>Small Business (VET)</td>
<td>Economics</td>
<td>Art</td>
</tr>
<tr>
<td>Humanities</td>
<td>English Language</td>
<td>English Language</td>
<td>Business Management</td>
</tr>
<tr>
<td>LOTE</td>
<td>History: 20\textsuperscript{th} Century/Asian</td>
<td>History: Revolutions</td>
<td>Economics</td>
</tr>
<tr>
<td>Religious Ed.</td>
<td>Geography</td>
<td>Geography</td>
<td>English Language</td>
</tr>
<tr>
<td></td>
<td>International Politics</td>
<td>International Politics</td>
<td>History: Revolutions</td>
</tr>
<tr>
<td>Arts</td>
<td>Multimedia (VET)</td>
<td>Multimedia (VET)</td>
<td>Geography</td>
</tr>
<tr>
<td>Commerce</td>
<td>Music - Solo or Group Performance (3 &amp; 4)</td>
<td>Music - Solo or Group Performance (3 &amp; 4)</td>
<td>International Politics</td>
</tr>
<tr>
<td>Humanities</td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Italian</td>
</tr>
<tr>
<td></td>
<td>Drama (not offered)</td>
<td>Drama (not offered)</td>
<td>Japanese</td>
</tr>
<tr>
<td></td>
<td>Sport &amp; Recreation (VET)</td>
<td>Sport &amp; Recreation (VET)</td>
<td>Legal Studies</td>
</tr>
<tr>
<td></td>
<td>Visual Communication and Design</td>
<td>Visual Communication and Design</td>
<td>Literature</td>
</tr>
</tbody>
</table>

| Maths | Biology | Biology |
| Science | Chemistry | Chemistry |
| Technology | Engineering (VET) | Engineering (VET) |
| | Foundation Maths | Foundation Maths |
| | General Maths (Further) or General Maths (Specialist) & Maths Methods | General Maths (Further) or General Maths (Specialist) & Maths Methods |
| | Furnishing (VET) | Furnishing (VET) |
| | Hospitality (VET) | Hospitality (VET) |
| | Information Technology | Information Technology |
| | IT:Software Development (Units 3 & 4) | IT:Software Development (Units 3 & 4) |
| | Maths Methods (CAS) | Maths Methods (CAS) |
| | Physics | Physics |
| | Further Mathematics | Further Mathematics |

| VCAL Certificate | Religion & Society | Religion & Society |
| Work Related Skills | Foundation English | Foundation English |
| Vocational Preparation | Foundation Maths | Foundation Maths |
| VET TAFE course (1 day/week) | VET TAFE course (1 day/week) | VET TAFE course (1 day/week) |
| Choice of one VET/VCE from Yr 10 or 11 | Choice of one VET/VCE from Yr 10 or 11 | Choice of one VET/VCE from Yr 10 or 11 |

*Religious Education seminars*
C - STUDENT PROGRAMS

* A student program is the collection of VCE units, which students select for their two year VCE course. It **suggests** core subjects necessary for a particular course of study and highlights the available post VCE options, including a range of University and TAFE courses as well as possible employment opportunities.

* Programs suggested in this booklet highlight the close links between VCE subjects and post VCE options. They should assist students to make sensible and realistic choices linked to their possible future. It also gives students the opportunity to “keep their options open” by enabling them to combine some programs giving them more than one pathway.

**How to use student programs?** Determine **subjects** you are interested in or **careers** you might follow and find the student programs which include these subjects or careers. These will give a **guide** to the subjects students could choose for their VCE studies.

**WARNING:** There exists many complications in developing a student programs approach – most are associated with the differing prerequisite and tertiary requirements for tertiary courses. These can vary from university to university. Generally speaking tertiary requirements set down by Melbourne and Monash Universities tend to be higher and even more demanding than other tertiary institutions. An English study is included in the primary four subjects, but many tertiary institutions require a particular standard to be achieved in English (e.g. a grade average of 25).

Students with specific ambitions (Law, Medicine, Engineering, Economics, Journalism, etc.) at specific universities or TAFE colleges need to be sure that they satisfy the requirements. For example, degrees in Building or Architecture at Melbourne University require, English, Maths and Physics but at Deakin University there are no prerequisites. In addition, students aiming for combined courses such as Commerce/Law or Arts/Engineering must fulfil the prerequisites for both.

It is important to realise that in the tertiary entrance process, those in the middle band can be re-ranked on the basis of their results in certain subjects. The middle band consists of those just above and below the cut-off quota for a course. Some of the VCE subjects which can cause a reordering of the tertiary rank include LOTE (Italian, Japanese and other languages), Specialist Maths, Maths Methods (CAS), Physics, Chemistry and Information Technology. However, this is only true for some selected courses at some universities. Consequently, if interested in these courses, it may be advantageous to select these subjects. Of course, it relies on VCE results and the advantage may be lost if results are not satisfactory.

Because of this it is vital for students to be aware of the different conditions for each course in which they are interested. This requires careful study of the prerequisites set down by the tertiary institutions and may require parents and students to contact these institutions for confirmation in some circumstances.
# ART AND DESIGN
Fine Arts/Visual Communication & Design/Art Design

## YEAR 11

### Compulsory Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Unit 1</td>
<td></td>
</tr>
<tr>
<td>Religious Education Unit 3</td>
<td></td>
</tr>
<tr>
<td>English Unit 2</td>
<td></td>
</tr>
<tr>
<td>Religious Education Unit 4</td>
<td></td>
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</tbody>
</table>

### Program Units

<table>
<thead>
<tr>
<th>Unit</th>
<th>Year 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Unit 1</td>
<td></td>
</tr>
<tr>
<td>Visual Communication &amp; Design Unit 1</td>
<td></td>
</tr>
<tr>
<td>Art Unit 2</td>
<td></td>
</tr>
<tr>
<td>Visual Communication &amp; Design Unit 2</td>
<td></td>
</tr>
</tbody>
</table>

### Other Units

- Choose from any of the remaining studies.

To complete your program you could choose subjects like: Maths, Information Technology, Physics, History, VET Multimedia.

## YEAR 12

### Compulsory Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Unit 3</td>
<td></td>
</tr>
<tr>
<td>Religious Education Seminar Days</td>
<td></td>
</tr>
<tr>
<td>English Unit 4</td>
<td></td>
</tr>
</tbody>
</table>

### Program Units

<table>
<thead>
<tr>
<th>Unit</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Unit 3</td>
<td></td>
</tr>
<tr>
<td>Visual Communication &amp; Design Unit 3</td>
<td></td>
</tr>
<tr>
<td>Art Unit 4</td>
<td></td>
</tr>
<tr>
<td>Visual Communication &amp; Design Unit 4</td>
<td></td>
</tr>
</tbody>
</table>

Must include at least 3 sequences of level 3 and 4 units.

## Other Units

Other Units: Choose from any of the remaining studies.

To complete your program you could choose subjects like: Maths, Information Technology, Physics, History, VET Multimedia.

## THIS PROGRAM MAY LEAD TO:

### TAFE

### UNIVERSITY

### EMPLOYMENT OPPORTUNITIES INCLUDE:
- Teacher, Architect, Designer (Fashion, Industrial, Interior), Graphic Artist, Urban Planner, Building and related industries, Illustrator, Sculptor, Jeweller, Painter, Potter, Sign Writer, Screen Painter.

Note: Some courses prefer students to attempt both Art and Visual Communication and Design.
## INDUSTRIAL DESIGN (Product Design)

### YEAR 11

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>Program Units</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Unit 1</td>
<td>Art Unit 1</td>
<td>Maths Methods (CAS) Unit 1</td>
</tr>
<tr>
<td>Religious Education Unit 3</td>
<td>Visual Communication &amp; Design Unit 1</td>
<td></td>
</tr>
</tbody>
</table>

| English Unit 2 | Art Unit 2 | Visual Communication & Design Unit 2 | Maths Methods (CAS) Unit 2 | Physics OR Chemistry Unit 2 |
| Religious Education Unit 4 | | | | |

### YEAR 12

| English Unit 3 | Art Unit 3 | Visual Communication & Design Unit 3 | Maths Methods (CAS) Unit 3 | Physics OR Chemistry Unit 3 |
| Religious Education Seminar Days | | | | |

| English Unit 4 | Art Unit 4 | Visual Communication & Design Unit 4 | Maths Methods (CAS) Unit 4 | Physics OR Chemistry Unit 4 |
| | | | | |

Must include at least 3 sequences of level 3 and 4 units.

### THIS PROGRAM MAY LEAD TO:

**TAFE**
Diploma and Certificate courses in:
Building & Construction, Industrial Design, Graphic Design, Art & Design

**UNIVERSITY**
Bachelor Degrees in:

**EMPLOYMENT OPPORTUNITIES INCLUDE:**
Designer (Fashion, Industrial, Interior, Graphic), Teacher, Architect and other Art related opportunities.
**MUSIC**

### YEAR 11

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>Program Units (Yr 11 or 12)</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Unit 1</td>
<td>Music Completed in Year 10</td>
<td></td>
</tr>
<tr>
<td>Religious Education Unit 3</td>
<td>Music Performance Unit 3 Solo or Group</td>
<td></td>
</tr>
<tr>
<td>English Unit 2</td>
<td>Music Completed in Year 10</td>
<td></td>
</tr>
<tr>
<td>Religious Education Unit 4</td>
<td>Music Performance Unit 4 Solo or Group</td>
<td></td>
</tr>
</tbody>
</table>

Must include at least 3 sequences of level 3 and 4 units.

**Other Units:** Choose from any of the remaining studies.

To complete your program in Year 12 you could choose from the following:
- Maths, Biology, History, Economics, Accounting, Italian, Legal Studies.

### THIS PROGRAM MAY LEAD TO:

**TAFE**
- Diploma and Certificate courses in:
  - Music, Music (Technician), Music (Education), Sound Engineer, Piano Technician/Tuner

**UNIVERSITY**
- Bachelor Degrees in:
  - Arts, Music, Education

**EMPLOYMENT OPPORTUNITIES INCLUDE:**
- Professional Musician (Orchestras, Rock Bands, Pit Bands), Piano Tuner, Record Producer, Sound Engineer, Acoustic Engineer, Music Therapy, School Teaching, Instrument Repairer, Music Administration.

**NOTE:** Most courses require at least Music – Solo Performance or A.M.E.B. Grade 6 (Melbourne University requires Grade 7).
## YEAR 11
### Compulsory Subjects
<table>
<thead>
<tr>
<th>English Unit 1</th>
<th>Religious Education Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Unit 2</td>
<td>Religious Education Unit 4</td>
</tr>
</tbody>
</table>

### Program Units
| Visual Communication & Design Unit 1 | Maths Methods (CAS) Unit 1 |
| Visual Communication & Design Unit 2 | Maths Methods (CAS) Unit 2 |

### Other Units

---

## YEAR 12
### Compulsory Subjects
<table>
<thead>
<tr>
<th>English Unit 3</th>
<th>Religious Education Seminar Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Unit 4</td>
<td></td>
</tr>
</tbody>
</table>

### Program Units
| Visual Communication & Design Unit 3 | Maths Methods (CAS) Unit 3 |
| Visual Communication & Design Unit 4 | Maths Methods (CAS) Unit 4 |

Must include at least 3 sequences of level 3 and 4 units.

### Other Units: Choose from any of the remaining studies.
To complete your program you could choose from the following:
Physics (required by Melbourne University), Information Technology, General Maths.

### THIS PROGRAM MAY LEAD TO:

**TAFE**
Diploma and Certificate courses in:

**UNIVERSITY**
Bachelor Degrees in:
Architecture, Landscape Architecture, Building, Environments.

### EMPLOYMENT OPPORTUNITIES INCLUDE:

**Note:** A Maths/Science course also qualifies for entry into Architecture.
<table>
<thead>
<tr>
<th>Year</th>
<th>Compulsory Subjects</th>
<th>Program Units</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English Unit 1</td>
<td>Physics Unit 1</td>
<td>General Maths Unit 1</td>
</tr>
<tr>
<td></td>
<td>Religious Education Unit 3</td>
<td>Chemistry Unit 1</td>
<td>(Specialist) Unit 1</td>
</tr>
<tr>
<td></td>
<td>English Unit 2</td>
<td>Physics Unit 2</td>
<td>General Maths Unit 2</td>
</tr>
<tr>
<td></td>
<td>Religious Education Unit 4</td>
<td>Chemistry Unit 2</td>
<td>(Specialist) Unit 2</td>
</tr>
<tr>
<td><strong>YEAR 11</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English Unit 3</td>
<td>Physics Unit 3</td>
<td>Maths Methods Unit 3</td>
</tr>
<tr>
<td></td>
<td>Religious Education Seminar Days</td>
<td>Chemistry Unit 3</td>
<td>(CAS) Unit 3</td>
</tr>
<tr>
<td></td>
<td>English Unit 4</td>
<td>Physics Unit 4</td>
<td>Maths Methods Unit 4</td>
</tr>
<tr>
<td></td>
<td>Religious Education Seminar Days</td>
<td>Chemistry Unit 4</td>
<td>(CAS) Unit 4</td>
</tr>
</tbody>
</table>

**Other Units:** Choose from any of the remaining studies.
To complete your program you could choose from the following:

**THIS PROGRAM MAY LEAD TO:**

**TAFE**
Diploma and Certificate courses in:
Engineering, Applied Science, Mechanical Drafting, Laboratory Technology

**UNIVERSITY**
Bachelor Degrees in:
Engineering (Civil, Chemical, Electrical, Mechanical, Geological, Electronic), Medicine, Science, Biomedical Science, Forestry, Surveying, Physiotherapy, Architecture, Building.

**EMPLOYMENT OPPORTUNITIES INCLUDE:**
Physiotherapy, Architecture, Science, Medicine, Engineering, Building and Planning, Education, Dentistry, Optometry and a wider range of other opportunities.

**Note:** Most University courses (Law, Arts, Commerce) are available to students performing well in these science subjects.
# GENERAL SCIENCE

## YEAR 11

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>Program Units</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Unit 1</td>
<td>Chemistry Unit 1</td>
<td>Physics, Biology or General Maths Unit 1</td>
</tr>
<tr>
<td>Religious Education Unit 3</td>
<td>Maths Methods (CAS) Unit 1</td>
<td></td>
</tr>
<tr>
<td>English Unit 2</td>
<td>Chemistry Unit 2</td>
<td>Physics, Biology or General Maths Unit 2</td>
</tr>
<tr>
<td>Religious Education Unit 4</td>
<td>Maths Methods (CAS) Unit 2</td>
<td></td>
</tr>
</tbody>
</table>

**Other Units:** Choose from any of the remaining studies.

To complete your program you could choose from the following:
- Physics, Biology, General Maths, Art, Visual Communication, P.E, Music, History, Geography,
- Economics, Accounting, Italian, Legal Studies, Psychology

**THIS PROGRAM MAY LEAD TO:**

### TAFE
- Diploma and Certificate courses in:
  - Applied Science, Technology, Horticulture

### UNIVERSITY
- Bachelor Degrees in:
  - Science, Dentistry, Pharmacy, Physiotherapy, Applied Science, Medicine, Education, Agricultural Science

**EMPLOYMENT OPPORTUNITIES INCLUDE:**
- Medicine, Nursing, Horticulture, Landscape & Environmental Management, Paramedical, Teaching and a wide range of other opportunities.

**N.B.** For Medicine, Dental Science and Oral Health Therapy, Physiotherapy and Pharmacy students must also complete the UMAT.
YEAR 11
Compulsory Subjects

| English Unit 1 | Religious Education Unit 3 |
| English Unit 2 | Religious Education Unit 4 |

Program Units

| Chemistry Unit 1 | Biology Unit 1 | Maths Methods (CAS) Unit 1 |
| Chemistry Unit 2 | Biology Unit 2 | Maths Methods (CAS) Unit 2 |

Other Units

| Maths Methods (CAS) Unit 1 |

YEAR 12

| English Unit 3 | Religious Education Seminar Days |
| English Unit 4 |

Program Units

| Chemistry Unit 3 | Biology Unit 3 | Maths Methods (CAS) Unit 3 |
| Chemistry Unit 4 | Biology Unit 4 | Maths Methods (CAS) Unit 4 |

Must include at least 3 sequences of level 3 and 4 units.

Other Units: Choose from any of the remaining studies.
To complete your program you could choose from the following:
Psychology, General Maths, Physics, Legal Studies, Geography, Economics, Accounting, Art, Visual Communication, P.E, Music, Italian.

THIS PROGRAM MAY LEAD TO:

TAFE
Diploma and Certificate courses in:
Applied Science, Technology, Horticulture, Bio-Technology and Farming

UNIVERSITY
Bachelor Degrees in:
Medicine, Nursing, Physiotherapy, Science, Chiropractic, Agricultural Science, Applied Science, Marine Science, Education, Biomedical Science, Pharmacy

EMPLOYMENT OPPORTUNITIES INCLUDE:
Medicine, Nursing, Dentistry, Physiotherapy, Paramedical, Landscape and Environmental Management, Agricultural Science, Mining, Horticulture, Urban Planning, Surveying, Teaching, Marine Biology, Pharmacy.
N.B. For Medicine, Dental Science and Oral Health Therapy, Physiotherapy and Pharmacy students must also complete the UMAT.
### YEAR 11

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>Program Units</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Unit 1</td>
<td>Information Technology Unit 1</td>
<td>Maths Methods (CAS) Unit 1</td>
</tr>
<tr>
<td>Religious Education Unit 3</td>
<td>IT: Software Development Unit 3</td>
<td></td>
</tr>
<tr>
<td>English Unit 2</td>
<td>Information Technology Unit 2</td>
<td>Maths Methods (CAS) Unit 2</td>
</tr>
<tr>
<td>Religious Education Unit 4</td>
<td>IT: Software Development Unit 4</td>
<td></td>
</tr>
</tbody>
</table>

### YEAR 12

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>Program Units</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Unit 3</td>
<td>IT: Applications Unit 3</td>
<td>Maths Methods (CAS) Unit 3</td>
</tr>
<tr>
<td>Religious Education Seminar Days</td>
<td>Physics Unit 3</td>
<td></td>
</tr>
<tr>
<td>English Unit 4</td>
<td>IT: Applications Unit 4</td>
<td>Maths Methods (CAS) Unit 4</td>
</tr>
<tr>
<td>Religious Education Seminar Days</td>
<td>Physics Unit 4</td>
<td></td>
</tr>
</tbody>
</table>

Must include at least 3 sequences of level 3 and 4 units.

Other Units: Choose from any of the remaining studies.
To complete your program you could choose from the following:

### THIS PROGRAM MAY LEAD TO:

**TAFE**
Diploma and Certificate courses in:
- Computing, Science & Engineering, Micro-Computing,
- Information Technology, Computer Programming

**UNIVERSITY**
Bachelor Degrees in:
- Information Technology, Computer Science, Surveying,
- Information Systems, Geomatics, Software Engineering

**EMPLOYMENT OPPORTUNITIES INCLUDE:**
Note: Some Universities require Physics (some courses do not) and others give bonus points for Chemistry or Specialist Maths.
## YEAR 11

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>Program Units</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Unit 1</td>
<td>Information Technology Unit 1</td>
<td>Legal Studies, Economics or Accounting Unit 1</td>
</tr>
<tr>
<td></td>
<td>Religious Education Unit 3</td>
<td>Legal Studies, Economics or Accounting Unit 2</td>
</tr>
<tr>
<td></td>
<td>Religious Education Unit 4</td>
<td>Legal Studies, Economics or Accounting Unit 3</td>
</tr>
<tr>
<td></td>
<td>Religious Education Unit 5</td>
<td>Legal Studies, Economics or Accounting Unit 4</td>
</tr>
</tbody>
</table>

**Other Units:** Choose from any of the remaining studies.

To complete your program you could choose from the following:

Legal Studies, Economics, Accounting, General Maths, Further Maths.

**THIS PROGRAM MAY LEAD TO:**

**TAFE**
Diploma and Certificate courses in:
- Business Applications
- Business Computing
- Business/Secretarial Studies & Office Practice
- Information Technology, Micro-Computing

**UNIVERSITY**
Bachelor Degrees in:
- Business/Computing
- Information Technology
- Information Systems
- Accounting
- Commerce
- Economics
- Office Management
- Marketing

**EMPLOYMENT OPPORTUNITIES INCLUDE:**
- Banking
- Insurance
- Marketing
- Office Management
- Retailing
- Computer Applications & Operations
- Information Processing
- Secretarial & Administrative Duties.
## YEAR 11

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>Program Units</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Unit 1</td>
<td>Accounting Unit 1</td>
<td></td>
</tr>
<tr>
<td>Religious Education Unit 3</td>
<td>Economics Unit 1</td>
<td>Maths Methods (CAS) Unit 1</td>
</tr>
<tr>
<td>English Unit 2</td>
<td>Accounting Unit 2</td>
<td></td>
</tr>
<tr>
<td>Religious Education Unit 4</td>
<td>Economics Unit 2</td>
<td>Maths Methods (CAS) Unit 2</td>
</tr>
</tbody>
</table>

**Other Units:** Choose from any of the remaining studies.

To complete your program you could choose from the following:

Economics, Legal Studies, Accounting, Business Management, General Maths.

## YEAR 12

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>Program Units</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Unit 3</td>
<td>Accounting or Business Management Unit 3</td>
<td></td>
</tr>
<tr>
<td>Religious Education Seminar Days</td>
<td>Economics, Legal Studies or Business Management Unit 3</td>
<td>Maths Methods (CAS) Unit 3</td>
</tr>
<tr>
<td>English Unit 4</td>
<td>Accounting or Business Management Unit 4</td>
<td></td>
</tr>
<tr>
<td>Religious Education Seminar Days</td>
<td>Economics, Legal Studies or Business Management Unit 4</td>
<td>Maths Methods (CAS) Unit 4</td>
</tr>
</tbody>
</table>

Must include at least 3 sequences of level 3 and 4 units.

## THIS PROGRAM MAY LEAD TO:

### TAFE
Diploma and Certificate courses in:
- Business, Computing, Accounting, Taxation, Banking & Finance, Real Estate, Retailing, Travel & Tourism, Marketing, Hospitality.

### UNIVERSITY
Bachelor Degrees in:

### EMPLOYMENT OPPORTUNITIES INCLUDE:
Banking, Insurance, Marketing, Finance, International Trade, Travel & Tourism, Clerical Work, Public Administration, Local Government, Real Estate, Sales & Retail, Auditor, Accountant.

Note: Some Universities (Monash, Melbourne) set Maths Methods (CAS) as a prerequisite for some courses.
## YEAR 11

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>Program Units</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Unit 1</td>
<td>Accounting Unit 1</td>
<td>Maths Methods (CAS) Unit 1</td>
</tr>
<tr>
<td>Religious Education Unit 3</td>
<td>Economics Unit 1</td>
<td>Legal Studies Unit 1</td>
</tr>
<tr>
<td>English Unit 2</td>
<td>Accounting Unit 2</td>
<td>Maths Methods (CAS) Unit 2</td>
</tr>
<tr>
<td>Religious Education Unit 4</td>
<td>Economics Unit 2</td>
<td>Legal Studies Unit 2</td>
</tr>
</tbody>
</table>

## YEAR 12

| English Unit 3      | Accounting or Business Management Unit 3 | Maths Methods (CAS) Unit 3 |
| Religious Education Seminar Days | Economics, Legal Studies or Accounting Unit 3 | |
| English Unit 4      | Accounting or Business Management Unit 4 | Maths Methods (CAS) Unit 4 |
| Religious Education Seminar Days | Economics, Legal Studies or Accounting Unit 4 | |

Must include at least 3 sequences of level 3 and 4 units.

### Other Units: Choose from any of the remaining studies.

To complete your program you could choose from the following:

- Economics, Legal Studies, Accounting, Business Management, Information Technology, General Maths.

### THIS PROGRAM MAY LEAD TO:

#### TAFE
Diploma and Certificate courses in:
- Business, Computing, Accounting, Taxation, Banking & Finance, Real Estate, Retailing, Travel & Tourism, Marketing.

#### UNIVERSITY
Bachelor Degrees in:

### EMPLOYMENT OPPORTUNITIES INCLUDE:

Note: Some universities (Monash, Melbourne) set Maths as a prerequisite for some courses.
## YEAR 11

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>Program Units</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Unit 1</td>
<td>Accounting Unit 1</td>
<td></td>
</tr>
<tr>
<td>Religious Education Unit 3</td>
<td>Economics Unit 1</td>
<td>Maths Methods (CAS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 1</td>
</tr>
<tr>
<td>English Unit 2</td>
<td>Accounting Unit 2</td>
<td></td>
</tr>
<tr>
<td>Religious Education Unit 4</td>
<td>Economics Unit 2</td>
<td>Maths Methods (CAS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 2</td>
</tr>
</tbody>
</table>

### YEAR 12

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>Program Units</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Unit 3</td>
<td>Accounting Unit 3</td>
<td></td>
</tr>
<tr>
<td>Religious Education Seminar</td>
<td>Economics Unit 3</td>
<td>Maths Methods (CAS)</td>
</tr>
<tr>
<td>Days</td>
<td></td>
<td>Unit 3</td>
</tr>
<tr>
<td>English Unit 4</td>
<td>Accounting Unit 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Economics Unit 4</td>
<td>Maths Methods (CAS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 4</td>
</tr>
</tbody>
</table>

Must include at least 3 sequences of level 3 and 4 units.

**Other Units:** Choose from any of the remaining studies.
To complete your program you could choose from the following:
Business Management, Legal Studies, Information Technology, General Maths, Biology.

### THIS PROGRAM MAY LEAD TO:

**TAFE**
Diploma and Certificate courses in:

**UNIVERSITY**
Bachelor Degrees in:
Law, Journalism, Planning, Education, Accounting, Commerce, Business, Marketing.

### EMPLOYMENT OPPORTUNITIES INCLUDE:
Sales, Banking, Clerical Public Relations, Barrister, Solicitor, Journalist, Market Researcher, Systems Analyst.

**Note:** Some Universities (Monash, Melbourne) set Maths Methods (CAS) as a prerequisite for some courses.
# HOSPITALITY AND TOURISM

## YEAR 11

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>Program Units</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Unit 1</td>
<td>Information Technology Unit 1</td>
<td>Economics, Legal Studies or Accounting Geography</td>
</tr>
<tr>
<td>Religious Education Unit 3</td>
<td>VET Hospitality Unit 1</td>
<td></td>
</tr>
<tr>
<td>English Unit 2</td>
<td>Information Technology Unit 2</td>
<td>Economics, Legal Studies or Accounting Geography</td>
</tr>
<tr>
<td>Religious Education Unit 4</td>
<td>VET Hospitality Unit 2</td>
<td></td>
</tr>
</tbody>
</table>

**Other Units:**
- Choose from any of the remaining studies.
- To complete your program you could choose from the following: Legal Studies, Economics, Accounting, Business Management, Maths, Economics, History, Italian, Japanese and other languages.

**THIS PROGRAM MAY LEAD TO:**

### TAFE
- Diploma and Certificate courses in: Trade, Tourism, Hospitality, Hotel Management & Catering.

### UNIVERSITY
- Bachelor Degrees in: Business (Hotel Management, Travel & Tourism, Marketing), Economics, Commerce.

**EMPLOYMENT OPPORTUNITIES INCLUDE:**
- Hospitality Services, Tourism, Trade and Service Industries, Hotel Management & Services, Catering.
## PERSONAL DEVELOPMENT

### YEAR 11

**Compulsory Subjects**

<table>
<thead>
<tr>
<th>English Unit 1</th>
<th>Religious Education Unit 3</th>
<th>Program Units</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Unit 2</strong></td>
<td>Religious Education Unit 4</td>
<td>Physical Education Unit 1</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education Unit 2</strong></td>
<td>Physical Education Unit 4</td>
<td>Biology Unit 1</td>
<td></td>
</tr>
</tbody>
</table>

**Other Units:** Choose from any of the remaining studies.

To complete your program you could choose from the following:

- Psychology
- Maths
- Information Technology
- Economics
- Accounting
- Chemistry

**THIS PROGRAM MAY LEAD TO:**

- **TAFE**
  - Diploma and Certificate courses in: Service Industries, Trades, Hospitality, Health & Fitness, Social Sciences, Medical Technology

- **UNIVERSITY**

**EMPLOYMENT OPPORTUNITIES INCLUDE:**

- Sports Administration, Nursing, Child Care, Youth Work, Social Work, Recreation & Fitness Industry, Police & Armed Services, Teaching, Local Government.

### YEAR 12

<table>
<thead>
<tr>
<th>English Unit 3</th>
<th>Religious Education Seminar Days</th>
<th>Program Units</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Unit 4</strong></td>
<td></td>
<td>Physical Education Unit 3</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education Unit 4</strong></td>
<td>Physical Education Unit 4</td>
<td>Biology Unit 3</td>
<td></td>
</tr>
</tbody>
</table>

Must include at least 3 sequences of level 3 and 4 units.
# HUMANITIES/LANGUAGES

## YEAR 11

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>Program Units</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Unit 1</td>
<td>Italian, Japanese or other LOTE Unit 1</td>
<td></td>
</tr>
<tr>
<td>Religious Education Unit 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Unit 2</td>
<td>Italian, Japanese or other LOTE Unit 2</td>
<td></td>
</tr>
<tr>
<td>Religious Education Unit 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other Units:** Choose from any of the remaining studies.

To complete your program you could choose from the following:


Note: There are many combinations possible in the Arts/Humanities area.

## YEAR 12

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>Program Units</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Unit 3</td>
<td>Italian, Japanese or other LOTE Unit 3</td>
<td></td>
</tr>
<tr>
<td>Religious Education Seminar Days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Unit 4</td>
<td>Italian, Japanese or other LOTE Unit 4</td>
<td></td>
</tr>
</tbody>
</table>

**Other Units:** Choose from any of the remaining studies.

To complete your program you could choose from the following:


Note: There are many combinations possible in the Arts/Humanities area.

## THIS PROGRAM MAY LEAD TO:

**TAFE**
- Diploma and Certificate courses in: Social/Community Services, Child Care, Welfare Studies, Criminal Justice, Law Enforcement Studies

**UNIVERSITY**

**EMPLOYMENT OPPORTUNITIES INCLUDE:**
- Public Relations, Journalism, Film & TV, Media, Humanities, Teacher, Education, Travel & Tourism, Social Work, Child Care, Youth Work, Interpreter, Community Work, Local Government, Human Resource Management, Library Services, Counselling.
# HUMANITIES

## YEAR 11

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>Choose some of the following Program Units</th>
<th>Other Unit/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Unit 1</td>
<td>History: Rise of Hitler Unit 1</td>
<td>Geography Unit 1</td>
</tr>
<tr>
<td>Religious Education Unit 3</td>
<td>International Politics Unit 1</td>
<td>Literature Unit 1</td>
</tr>
<tr>
<td>English Unit 2</td>
<td>History: Vietnam &amp; Its Wars Unit 2</td>
<td>Geography Unit 2</td>
</tr>
<tr>
<td>Religious Education Unit 4</td>
<td>International Politics Unit 2</td>
<td>Literature Unit 2</td>
</tr>
</tbody>
</table>

**Must include at least 3 sequences of level 3 and 4 units.**

## YEAR 12

<table>
<thead>
<tr>
<th></th>
<th>Choose some of the following Program Units</th>
<th>Other Unit/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Unit 3</td>
<td>History Revolutions: Russian Unit 3</td>
<td>Geography Unit 3</td>
</tr>
<tr>
<td>Religious Education Seminar Days</td>
<td>International Politics Unit 3</td>
<td>Literature Unit 3</td>
</tr>
<tr>
<td>English Unit 4</td>
<td>History Revolutions: American Unit 4</td>
<td>Geography Unit 4</td>
</tr>
<tr>
<td></td>
<td>International Politics Unit 4</td>
<td>Literature Unit 4</td>
</tr>
</tbody>
</table>

**Other Units: Substitute course from any of the following studies.**

To create your program you could choose from the following:
- Maths, Biology, Legal Studies, Economics, Accounting, Art, Visual Communication, Music, Physical Education, Psychology

Note: There are many combinations possible in the Arts/Humanities area.

## THIS PROGRAM MAY LEAD TO:

### TAFE
Diploma and Certificate courses in:
- Social/Community Services, Child Care, Welfare Studies, Criminal Justice, Law Enforcement Studies, Arts, Media.

### UNIVERSITY
Bachelor Degrees in:

### EMPLOYMENT OPPORTUNITIES INCLUDE:
- Public Relations, Journalism, Film & TV, Media, Humanities, Teacher, Education, Travel & Tourism, Social Work, Child Care, Youth Work, Community Work, Local Government, Human Resource Management, Library Services, Counselling, Barrister, Solicitor, Law Clerk.
## YEAR 11
### Compulsory Subjects
- English Unit 1
- Religious Education Unit 3
- English Unit 2
- Religious Education Unit 4

### Program Units
- VET Engineering Unit 3
- OR VET Furnishing Unit 1
- VET Engineering Unit 4
- OR VET Furnishing Unit 2
- General Maths Unit 1
- General Maths Unit 2

### Other Units: Choose from any of the remaining studies.
- Information Technology, Visual Communication, Maths, History, Accounting, Biology, Legal Studies.

### Must include at least 3 sequences of level 3 and 4 units.

## YEAR 12
### Compulsory Subjects
- English Unit 3
- Religious Education Seminar Days
- English Unit 4

### Program Units
- VET Furnishing Unit 3
- Further Maths Unit 4
- VET Furnishing Unit 4
- Further Maths Unit 3
- Further Maths Unit 4

### Other Units: Choose from any of the remaining studies.
To complete your program you could choose from the following:
- Information Technology, Visual Communication, Maths, History, Accounting, Biology, Legal Studies.

## THIS PROGRAM MAY LEAD TO:

### TAFE
- Diploma and Certificate courses in:
  - Drafting (Mechanical), Building, Construction
  - Building Inspection, Materials Technology, Panel Beating, Spray Painting, Fitting & Turning, Plumbing
  - Carpentry, Cabinet Marking & Shop Fitting, Motor Mechanics, Bricklaying, Tiling, Painting & Decorating

### UNIVERSITY
- Bachelor Degrees in:
  - Technology - Manufacturing

## EMPLOYMENT OPPORTUNITIES INCLUDE:
- Building & Construction Industry, Shop fitting, Cabinet Making, Production Turning, Plastic Fabrication
- Automotive & Manufacturing Industry, Interior Decoration, Sheet Metal Fabrication, Toolmaking
## D – Subject Outlines: Compulsory Subjects

### English

<table>
<thead>
<tr>
<th>Unit 1: English and/or</th>
<th>Unit 2: English and/or</th>
<th>Unit 3: English and/or</th>
<th>Unit 4: English and/or</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Literature and/or</td>
<td>Unit 2: Literature and/or</td>
<td>Unit 3: English Language</td>
<td>Unit 4: English Language</td>
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<tr>
<td>Unit 1: English Language</td>
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### Religion & Society

<table>
<thead>
<tr>
<th>Unit 3: The Search for Meaning</th>
<th>Unit 4: Challenge and Response</th>
</tr>
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</table>

### Arts / Commerce / Humanities / Lote

#### Literature

<table>
<thead>
<tr>
<th>Unit 1: Literature</th>
<th>Unit 2: Literature</th>
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#### Accounting

<table>
<thead>
<tr>
<th>Unit 1: Establishing and Operating a Service Business</th>
<th>Unit 2: Accounting for a Trading Business</th>
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<tbody>
<tr>
<td>Unit 3: Recording and Reporting for a Trading Business</td>
<td>Unit 4: Control and Analysis of Business Performance</td>
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#### Economics

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<thead>
<tr>
<th>Unit 1: The Australian Economy</th>
<th>Unit 2: Australia and the Global Economy</th>
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</thead>
<tbody>
<tr>
<td>Unit 3: Economic Activity &amp; Objectives</td>
<td>Unit 4: Economic Management</td>
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#### Legal Studies

<table>
<thead>
<tr>
<th>Unit 1: Criminal Law and Justice</th>
<th>Unit 2: Civil Law and the Law in Focus</th>
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</thead>
<tbody>
<tr>
<td>Unit 3: Law Making</td>
<td>Unit 4: Evaluation of the Legal System</td>
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#### Business Management

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<thead>
<tr>
<th>Unit 3: Corporate Management</th>
<th>Unit 4: Managing People and Change</th>
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</table>

#### Commerce Notes:

Any commerce subjects in Year 11 are preparation for Business Management – Units 3 & 4.

### Art

<table>
<thead>
<tr>
<th>Unit 1: Art - Developing ideas and skills - Art &amp; Society</th>
<th>Unit 2 Art - Exploring ideas and issues - Art and the individual</th>
</tr>
</thead>
</table>

### Drama (not offered in 2011)

<table>
<thead>
<tr>
<th>Unit 1: Character Development</th>
<th>Unit 2: Interpreting Drama</th>
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<tbody>
<tr>
<td>Unit 3: Ensemble Performance</td>
<td>Unit 4: Solo Performance</td>
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<table>
<thead>
<tr>
<th>Unit 3: Art - Investigation and interpretation - Interpreting Art</th>
<th>Unit 4: Art - Realisation &amp; Resolution - Discuss &amp; Debate Art</th>
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<table>
<thead>
<tr>
<th>Unit 3: Drama</th>
<th>Unit 4: Solo Performance</th>
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<table>
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<tr>
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<th>Unit 4: Solo Performance</th>
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<tr>
<td>Course</td>
<td>Unit 1</td>
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</tr>
<tr>
<td>Geography</td>
<td>Unit 1: Natural Environments</td>
</tr>
<tr>
<td>History</td>
<td>Unit 1: Rise of Hitler</td>
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<tr>
<td>History - Revolutions</td>
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<tr>
<td>International Politics</td>
<td>Unit 1: Politics, Power and People</td>
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<tr>
<td>Italian as a Second Language</td>
<td>Unit 1: Italian</td>
</tr>
<tr>
<td>Japanese as a Second Language</td>
<td>Unit 1: Japanese</td>
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<tr>
<td>Music</td>
<td>Unit 1: Music Performance</td>
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<td></td>
<td>Completed in Yr 10</td>
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<tr>
<td>Physical Education</td>
<td>Unit 1 – Bodies in Motion</td>
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<tr>
<td>VET Certificate II – Small Business</td>
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<td></td>
<td>VCE VET Certificate II – Small Business,</td>
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<td></td>
<td>Units 1 and 2</td>
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<tr>
<td>VET Certificate II – Sport Recreation</td>
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<td></td>
<td>VCE VET Certificate II – Sport Recreation</td>
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<td></td>
<td>Units 1 &amp; 2</td>
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</table>
### Mathematics / Science / Technology

#### Biology

<table>
<thead>
<tr>
<th>Unit 1: Unity and Diversity</th>
<th>Unit 2: Organisms and their Environment</th>
<th>Unit 3: Signatures of Life</th>
<th>Unit 4: Continuity and Change</th>
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</thead>
</table>

#### Chemistry

<table>
<thead>
<tr>
<th>Unit 1: The Big Idea of Chemistry</th>
<th>Unit 2: Environmental Chemistry</th>
<th>Unit 3: Chemical Pathways</th>
<th>Unit 4: Chemistry at Work</th>
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</thead>
</table>

#### Physics

<table>
<thead>
<tr>
<th>Unit 1: Heat, Light, Radioactivity and Nuclear Energy</th>
<th>Unit 2: Movement and Electricity</th>
<th>Unit 3: Sound Electronics and Electric Power</th>
<th>Unit 4: Motion Gravity, Light</th>
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#### Psychology

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<tr>
<th>Unit 3: Psychology</th>
<th>Unit 4: Psychology</th>
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#### Information Technology

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<tr>
<th>Unit 1: IT in Action</th>
<th>Unit 2: IT Pathways</th>
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#### IT: Applications

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<th>Unit 3: IT Applications</th>
<th>Unit 4: IT Applications</th>
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#### IT: Software Development

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<th>Unit 3: Software Development</th>
<th>Unit 4: Software Development</th>
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#### VET Certificate II - Multimedia

<table>
<thead>
<tr>
<th>Information Technology – Multimedia</th>
<th>VET Certificate II, Units 1 &amp; 2</th>
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#### Hospitality Certificate II

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<tr>
<th>Hospitality, Units 1 &amp; 2</th>
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#### VET Certificate II - Furnishing

<table>
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<tr>
<th>Furnishing VET Certificate II, Units 1 &amp; 2 continued from Yr 10</th>
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#### VET Certificate II - Engineering

<table>
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<tr>
<th>Engineering VET Certificate II, Units 1 &amp; 2 continued from Yr 10</th>
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</table>

#### VET Certificate III - Multimedia

<table>
<thead>
<tr>
<th>Information Technology – Multimedia</th>
<th>VET Certificate III, Units 3 &amp; 4</th>
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#### Hospitality Certificate III

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<tr>
<th>Hospitality, Units 3 &amp; 4</th>
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#### VET Certificate II - Furnishing

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<tr>
<th>Furnishing VET Certificate II, Units 3 &amp; 4</th>
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#### VET Certificate II - Engineering

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<thead>
<tr>
<th>Engineering VET Certificate II, Units 3 &amp; 4 continued from Yr 11</th>
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</table>
Enhancement at Mazenod

For general information, please contact Mr James Tranter, the Enhancement Coordinator.

In 2011, Year 11 students can take one of the following seven Unit 3&4 subjects IN ADDITION to Religion and Society 3&4. They must satisfy the criteria for selection as outlined on page 7 of this handbook. Year 11 students in these classes will most likely have one lesson each week after school.

**IT: Software Development**  
(follows from Software Programming and Development 2 units in Yr 10, see Mr Steel)

**Music Performance – Group or Solo**  
(follows from VCE Music 1&2 in Yr 10, see Mrs Kypriotis)

**History**  
(follows from VCE History 1&2 in Yr 10, or from Yr 10 History, see Mr Moore)

**LOTE: Japanese**  
(follows from VCE Japanese 1&2 – see Mr Trafficante and Mr Fuji)

**Biology**  
(general entry, see your Yr 10 Science teacher and Mr Carruthers or Mrs Nowlan)

**Psychology**  
(general entry, see your Yr 10 Science teacher and Mr Kenealy)

**Business Management**  
(general entry, see your Yr 10 COM A teacher, and Mr MacGregor)

In 2011, Year 12 students can take one of the following three Monash University Enhancement subjects delivered at Mazenod College. Further information is on page 82 of this handbook.

**Mathematics**  
A Monash University enhancement subject, delivered by a University lecturer on Friday afternoons.  
For further information contact Mr Mark Rolfe at the College.  
This subject has been taken by a large number of Mazenod students for some years now, with excellent results. This subject complements double Maths study in year 12. Students must study VCE Specialist Maths AND Maths Methods.

**Australian History/Politics**  
A Monash University Arts/Humanities based course, delivered by our Humanities Coordinator and Yr 12 History teacher, Mr Joe Moore, on Thursday afternoons.  
For further information contact Mr Joe Moore at the College.  
Mazenod students who have completed this subject in previous years have also received excellent results. Students must study or have studied Units 3&4 History or International Studies. This study complements History or International Politics.

**Biology**  
A Monash University Science course delivered by our Senior Biology teacher and Year 8 Coordinator, Mr Scott Carruthers, on Thursday afternoons.  
For further information contact Mr Scott Caruthers at the College.  
This course was first introduced at Mazenod in 2010. Students must study or have studied Units 3&4 Biology in Year 11.
<table>
<thead>
<tr>
<th>MATHEMATICS</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enhancement Maths Class</td>
<td>Double Maths: Maths Methods &amp; General Maths - Specialist</td>
<td>Maths Methods &amp; Specialist Maths &amp; University Enhancement Maths – at Mazenod</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>Year 10</td>
<td>Year 11</td>
<td>Year 12</td>
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<tr>
<td></td>
<td>Enhancement English (Literature &amp; English Language)</td>
<td>VCE English Literature 1&amp;2 Or VCE English Language 1 &amp; 2</td>
<td>VCE English Literature 3 &amp; 4 Or VCE English Language 3 &amp; 4</td>
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<tr>
<td>HISTORY</td>
<td>Year 10</td>
<td>Year 11</td>
<td>Year 12</td>
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<td></td>
<td>VCE History 1 &amp; 2</td>
<td>VCE History 3 &amp; 4</td>
<td>University Enhancement: History Tutored at Mazenod</td>
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<tr>
<td>INFORMATION TECHNOLOGY</td>
<td>Year 10</td>
<td>Year 11</td>
<td>Year 12</td>
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<td></td>
<td>VCE Software Programming &amp; Development 1 &amp; 2</td>
<td>VCE Software Development 3 &amp; 4</td>
<td>University Enhancement: Information Technology</td>
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<tr>
<td>MUSIC</td>
<td>Year 10</td>
<td>Year 11</td>
<td>Year 12</td>
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<tr>
<td></td>
<td>Instrumental Music Program VCE Music 1 &amp; 2</td>
<td>Instrumental Music Program VCE Music Group 3 &amp; 4</td>
<td>Instrumental Music Program VCE Music Solo 3 &amp; 4</td>
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<tr>
<td>SCIENCE</td>
<td>Year 11</td>
<td>Year 11</td>
<td>Year 12</td>
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<tr>
<td></td>
<td>VCE Biology 3 &amp; 4</td>
<td>VCE Psychology 3 &amp; 4</td>
<td>University Enhancement : Biology Tutored at Mazenod</td>
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<tr>
<td>COMMERCES</td>
<td>Year 10</td>
<td>Year 11</td>
<td>Year 12</td>
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<tr>
<td></td>
<td>Commerce A (Business Management 1)</td>
<td>VCE Business Management 3 &amp; 4</td>
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<tr>
<td>LOTE</td>
<td>Year 10</td>
<td>Year 11</td>
<td>Year 12</td>
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<tr>
<td></td>
<td>VCE Japanese 1 &amp; 2</td>
<td>VCE Japanese 3 &amp; 4</td>
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</tbody>
</table>
Mathematical Pathways from Year 10 to Year 11

To complete a subject in Year 11 a student must achieve a mark of 55% or more on their semester examinations. As there are two examinations for Mathematics the students must achieve an average mark of 55% or more. For Mathematics, an average of 55% allows a student to complete General Mathematics (Further) in Year 11.

Any student planning to complete the more difficult Year 11 Mathematical Methods CAS should achieve an average mark of 65% or more on their semester examinations.

Any student planning to complete the most difficult subject Year 11 General Mathematics (Specialist) should achieve an average mark of 75% or more on their semester examinations. Please note that General Mathematics Specialist cannot be studied without Mathematical Methods CAS.

Towards the end of term 3 all Year 10 students will be completing a Cumulative test. This test provides the students with another opportunity to demonstrate his level of understanding.

The students who have selected the General Maths (Further) pathway for second semester of Year 10 may automatically select General Mathematics (Further) in Year 11 provided they have maintained their marks in second semester (see diagram below).

The students who have selected the Workplace Maths and Science pathway for Year 10 may automatically select Foundation Maths in Year 11.

Students whose results do not meet the automatic entrance requirements for the subject they wish to select will need to have an interview during the subject selection process.

Year 10 “General Maths” Pathways for Year 11

This second semester Year 10 subject is chosen on the basis of Semester One Core Maths Exam Results.
Mathematics Pathways for Year 11 to 12:
The course chosen in Mathematics should depend on your mathematical ability (consult your teacher and the Year 11 Mathematics teachers about this) and on your future career choice, especially if you intend to attempt tertiary studies. The following is a guide to the minimum requirements for tertiary courses (you can attempt a higher level of Mathematics if your wish). It is advisable to be aware of the specific requirements of individual universities and TAFE Colleges.

**COURSE A** is designed for engineering and computer science courses at universities.

**COURSE B** is sufficient for all physical science courses, medicine, architecture, physiotherapy and optometry courses. Students should check prerequisites for particular courses.

**COURSE C** is suited to commerce, economics, accounting, marketing & some combined law degrees.

**COURSE D** is suited for tertiary courses with no formal prescribed Mathematics requirements.

**COURSE E** is suited for students planning to go to TAFE or take VCAL subjects.

**Course A**

| Unit 1: Maths Methods (CAS) | Unit 2: Maths Methods (CAS) | Unit 3: Maths Methods (CAS) | Unit 4: Maths Methods (CAS) |

AND

| Unit 1: General Maths (Specialist) | Unit 2: General Maths (Specialist) | Unit 3: Specialist Maths | Unit 4: Specialist Maths |

**Course B**

| Unit 1: General Maths (Specialist) | Unit 2: General Maths (Specialist) | Unit 3: Maths Methods (CAS) | Unit 4: Maths Methods (CAS) |

AND

| Unit 1: Maths Methods (CAS) | Unit 2: Maths Methods (CAS) |

**Course C**

| Unit 1: Maths Methods (CAS) | Unit 2: Maths Methods (CAS) | Unit 3: Maths Methods (CAS) | Unit 4: Maths Methods (CAS) |

OR

| Unit 3: Further Maths | Unit 4: Further Maths |

**Course D**

| Unit 1: General Maths (Further) | Unit 2: General Maths (Further) | Unit 3: Further Maths | Unit 4: Further Maths |

**Course E**

| Foundations Maths | Foundations Maths |
ACCOUNTING

This study focuses on the financial events and decision-making for a small business. Students study theoretical and practical aspects of Accounting and develop skills in calculating, recording and reporting financial events to support more effective decision-making. The Accounting information will be collected and applied using both manual and information and communications technology (ICT) methods.

Accounting Unit 1: Establishing and Operating a Service Business
This unit focuses on the establishment of a small business and the accounting and financial management of the business. The processes of gathering, recording, reporting and analysing financial data are explored.

Students examine the role of accounting in the decision-making process using single entry recording of financial data and information for the owner of service business.

There are three focus areas of study:
1. Going into business;
2. Recording and reporting accounting data and information;
3. Financial decision making.

Accounting Unit 2: Accounting For a Trading Business
This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions. They use financial and non-financial information to evaluate the performance of a business and suggest strategies for improvement.

There are three focus areas of study:
1. Recording and reporting accounting data and information;
2. ICT in accounting;

Accounting Unit 3: Recording and Reporting For a Trading Business
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students are introduced to the double entry system of recording using the accrual basis of accounting.

There are two focus areas of study:
1. Recording of financial data;
2. Balance day adjustments and reporting of accounting information.

Accounting Unit 4: Control and Analysis of Business Performance
This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The accrual system of recording and reporting is used for a single activity trading business. Students explore the importance of budgeting and evaluate the information prepared and analyse the results in order to suggest improvement strategies to the owner.

There are two focus areas of study:
1. Extension of recording and reporting;
2. Financial planning and decision making.
ART

**This study focuses on encouraging artistic development through personal and independent exploration. There is an emphasis on innovative thinking and investigation in the progressive resolution of the student’s visual thinking. The study encourages students to explore ideas and to demonstrate effective working methods and a range of technical skills through a process of investigation and experimentation.**

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**Art Unit 1:**

This unit focuses on artworks as objects and examines how formal qualities such as art elements, materials and techniques communicate meaning. Students examine artists in different societies and cultures, and historical periods, and develop their own points of view about the meaning and messages of the studied artwork. They explore the work of artists who have been inspired by ideas relating to personal and cultural identity. In this unit, students will study at least three artists and at least one artwork from each of the selected artists.

Students apply the Formal Framework and the Personal Framework to interpret the meanings and messages of artworks and to document the reflection of their own ideas and art-making. In their practical work, they explore the characteristics and qualities of materials and areas of personal interest to generate their own artworks.

There are two areas of study:

1. **Art and meaning;**
2. **Art-making and personal meaning.**

**Art Unit 2:**

In this unit students become aware that artworks can be created as forms of cultural expression for specific contests, such as street art, public art, art produced for festivals, newspaper cartoons, art prizes, curated exhibitions and performance art. Artworks can celebrate specific events, ideas or beliefs or they can commemorate people, institutions and social movements. They can reinforce a social group’s sense of its own power and importance or they can challenge social attitudes and assumptions. Students begin to see the importance of an artwork’s cultural context and analyse the varying social functions that art can serve. Students use the Formal Framework and the Cultural Framework to examine the different ways that artists interpret and present social issues.

Students identify ways in which art expresses and reflects culture. They explore how art is manifested across cultures and examine how art is influenced by time, place, beliefs and traditions. They use the Formal Framework and the Cultural Framework to examine the meanings and messages of selected artworks. Students study at least one artwork from at least four artists. In their practical work, students continue to explore techniques and develop personal and creative responses in their art-making. They explore the effects on their own artwork of cultural contexts and social attitudes to art.

There are two areas of study:

1. **Art and culture;**
2. **Art-making and cultural expression.**
Art Unit 3:
In this unit, students study selected artists who have produced works before 1970 and selected artists who have produced works since 1970. Students use all the Analytical Frameworks for interpreting and analysing the meaning of artworks. Applied together, these Analytical Frameworks help students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations. They explore ways in which ideas and issues can influence the making and interpretation of art.

Students link their growing theoretical understanding of art in Area of Study 1 to their own practice in Area of Study 2. Students apply imagination and creativity to develop their ideas through a visual language. Their art-making is supported through investigation, exploration and application of a variety of materials and techniques. Students develop confidence in using the language and content of the Analytical Frameworks in their reflection of the formal, personal, cultural and contemporary aspects of their own developing artworks.

There are two areas of study:
1. Interpreting Art;
2. Investigation and interpretation through Art-making.

Art Unit 4:
In Unit 4 students continue to develop personal points of view and informed opinions about art ideas or issues and support them with evidence. They build their leaning and conceptual understanding around the discussion and debate of broad themes or issues, such as the role of art in society, and consider how themes and issues are communicated through artworks. They discuss and debate how art may affect and change the way people think. They examine and analyse their own viewpoints and those of others through commentaries and use this information to formulate and support their own developing points of view. Commentaries include information from visiting artists and speakers, lecturers or guides in galleries, film, pod- or vod-casts, online programs devoted to specific artists or styles, printed material in newspapers, periodicals, journals, catalogues or texts by art critics and historians.

From this research students choose an art issue to explore. Students select artworks of at least one artist not previously studied in Unit 3, and use these artworks and selected related commentaries to discuss the chosen art issue.

In relation to their developing artwork students continue to build upon ideas and concepts begun in Unit 3. They focus on the development of a body of work that demonstrates creativity and imagination, the evolution of ideas and the realisation of appropriate concepts, knowledge and skills. At the end of this unit, students present a body of work and at least one finished artwork accompanied by documentation of thinking and working practices. Students select appropriate Analytical Frameworks as a structure for the reflection and documentation of their artworks.

There are two areas of study:
1. Discussing and Debating Art;
2. Realisation and Resolution.
BUSINESS MANAGEMENT

Business Management enables a student to study the variety of organizations, which vary in their size, ownership and resources. Business Management examines the way in which people at different levels within an organisation manage their resources in order to achieve the objectives of an organisation.

Business Management Unit 3: Corporate Management
This unit focuses on how large-scale organisations operate. Students examine the context in which they conduct their business, focus on aspects of their internal environment and then look at the operations management function. Students develop an understanding of the complexity and challenge of managing large organisations and have the opportunity to compare theoretical perspectives with practical applications.

There are three areas of study in this unit
1. Large scale organisations in context;
2. Internal environment of large-scale organisations;

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

There are two areas of study in this unit
1. The Human Resource Management Function;
2. The Management of Change.
Drama Units 1 & 2 are not offered in 2011

Drama Unit 1: Character Development & Unit 2: Interpreting Drama

The study of Drama at Year 11 consists of both VCE Unit 1: Character Development in semester 1 and VCE Unit 2: Interpreting Drama in Semester 2. The focus is on the development of expressive skills within dramatic structures and the development and performance of imagined characters. Students also examine and explore the ways in which drama gives form to, and makes meaning of, a range of social, political and historical contexts. There are no formal prerequisites for the study of Drama.

There are three outcomes per unit, consisting of demonstrating skills in acting, the ability to reflect upon the processes of performing, and the ability to analyse and evaluate a professional performance. Assessment tasks relate directly to the outcomes and involve being marked on performances, keeping a drama journal that reflects upon the student’s performances and writing an analytical essay on a professional performance.

Drama Units 3 & 4 are not offered in 2011

Unit 3: Ensemble Performance

This unit focuses on non-naturalistic drama from a diverse range of traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the development of ensemble performance. The processes involved in the development and realisation of the ensemble performance are developed and evaluated. A non-naturalistic work selected from the prescribed play list will also be analysed.

Unit 4: Solo Performance

This unit focuses on the use of performance styles, theatrical conventions and stimulus materials from a variety of cultural sources in the development of a solo performance. The processes involved in the development of solo work are also analysed and evaluated.
ECONOMICS

The study of economics focuses on decisions about how production occurs, how resources are allocated and how the proceeds of production are distributed.

Economics Unit 1: Economics – Choices and consequences
This unit provides students with an understanding of the nature of economics and the need for economic decision making. The operation and structure of markets are studied with a focus on the behaviour of consumers and businesses and the level of competition in different industries. Students are exposed to a range of alternative ideas and issues associated with economic growth and the role the environment plays in improving living standards. Society’s reliance on oil and the nature of alternative sources of energy will be evaluated.

Students undertake an extensive investigation into how the music industry operates and make predictions about changes to pre-recorded music sales.

The unit also focuses on the importance of economic growth and the costs and benefits associated with increasing levels of production. Society’s reliance on oil and the nature of alternative sources of energy will be evaluated.

There are two focus areas of study:
1. A market system
2. Economic issues.

Economics Unit 2: Economic Change – Issues and challenges
This first half of this unit focuses on the changing structure of Australia’s population and how this will affect future rates of growth, budgetary policy and living standards. Students will examine, in detail, the labour market and the consequences of high unemployment rates on society and the individual. A range of current government policies will be evaluated.

The focus then moves to international economics. The composition and direction of Australia’s trade, the determination of the exchange rate and the causes of net foreign debt are investigated. Students will investigate an Asian economy and examine the stages of its economic development. Students also evaluate the Government’s performance in achieving external stability.

There are two focus areas of study:
1. Population, employment and change
2. Global economic issues
**Unit 3: Economic Activity**
This Unit focuses on the nature of the economic problem and investigates the nature of resource allocation via the market mechanism. Students explore the nature of market power and other sources of market failure and the need for government intervention. This is commonly known as microeconomics.

Students then are introduced to a range of macroeconomic concepts. The meaning and importance of improving living standards is analysed with reference to the Australian Government’s economic goals. Students will learn what these economic goals are, why they are important and how current conditions in the Australian and world economies influence their achievement.

There are two focus areas of study:
1. *An introduction to microeconomics: The market system and resource allocation*
2. *An introduction to macroeconomics: Output, employment and income*

For this unit students are required to demonstrate the achievement of two outcomes.

**Unit 4: Economic Management**
Having studied the importance of the Australian Government goals in Unit 3, students move their attention to the achievement of these goals. Students analyse the use and effectiveness of macroeconomic demand management policies and aggregate supply policies. They will therefore look at monetary policy, budgetary policy, a range of microeconomic reforms, population policy and new policies designed to protect Australia’s long term economic interests.

There are two areas of study:
1. *Macroeconomic demand management policies*
2. *Aggregate supply policies*

For this unit students are required to demonstrate the achievement of two outcomes.
ENGLISH

The study of the English language aims to develop in students a competence and confidence that extends to all situations where communication is required. It requires a range of learning situations, which develop skills in the areas of reading, writing, thinking, speaking and listening. It encourages students to reflect upon and critically analyse their own points of view, and those of others in a variety of contexts. The study is divided into four units, studied over two years.

**English Unit 1:**
This unit focuses on the examination of a range of texts, which may include print, oral and visual materials. Texts are analysed for meaning and literary features and responses are required in both written and oral formats.

There are three areas of study:
1. Reading and responding;
2. Creating and presenting;
3. Using language to persuade.

**English Unit 2:**
This unit focuses on the examination of a range of texts, which may include print, oral and visual materials. Texts are analysed for meaning and literary features and responses are required in both written and oral formats.

There are three areas of study:
1. Reading and responding;
2. Creating and presenting;
3. Using language to persuade.

**English Unit 3:**
This unit is directed towards the development of critical responses to both literary and non-literary texts, including media texts, and oral communication in a range of different contexts.

There are three areas of study:
1. Reading and responding;
2. Creating and presenting;
3. Using language to persuade.

**English Unit 4:**
This unit focuses on the development of critical responses to both literary and non-literary texts, and the achievement of competence in writing for different purposes and audiences, in a variety of forms.

There are two areas of study:
1. Reading and responding;
2. Creating and presenting;
ENGLISH LANGUAGE

Language is central to human life. Learning about language helps us to understand ourselves and the world in which we live. Language is the cornerstone of social cohesion. This study aims to combine learning about the nature of language in human thought and communication with learning how to use English more effectively and creatively. It is informed by the discipline of linguistics and integrates a systematic exploration of the nature of the English Language. Students develop skills in the description and analysis of a diverse range of spoken and written English texts. A knowledge of how language functions helps develop skills useful in any field in which attention is paid explicitly to language, such as communications, communication disorders, speech and reading therapy, pre-school and primary education, foreign language and English teaching. These skills also have a profound impact upon and are central to areas such as psychology, cognitive science, computer science, and philosophy.

English Language Unit 1:

The focus of this unit is language and its use in communication. The use of language is an essential aspect of human behavior, the means by which individuals relate to the world, to each other, and to the community of which they are members. This unit focuses on the nature and functions of language itself and the way language is organised so that it provides its users with the means by which they can make sense of their experience and have contact the others. It enables students to explore the informational and expressive functions of language, the nature of language as a highly elaborate system of signs, the development of language in an individual, and the relationship between speech and writing as the dominant modes of use.

There are 2 areas of study:  
1. The nature and functions of language  
2. Language Acquisition

English Language Change Unit 2:

The focus of this unit is language change. Languages are dynamic and change is an inevitable and a continual process. Engaging with texts from the past can show us how all subsystems of the language system are affected and how English has altered over the centuries and how it continues to evolve today. This unit explores the concepts of change, especially within Australian English, and aims to give students insight into what, how and why of these changes. Particular attention is paid to attitude to language change.

There are 2 areas of study:  
1. English across time  
2. Englishes across the globe

Units 3 and 4 will be introduced in 2012.
**HISTORY**

*The events of World War Two and the Vietnam War have shaped the development of Australia and the world. The study of the past allows us to understand why Australia and the rest of the world have developed the way they have and to gain an insight into the way people behave throughout the course of time. The study of history advantages the student in numerous ways, sharpening English skills, communication, comprehension and critical thinking. Students of History have been offered wide ranging tertiary courses including Arts, Law, Commerce, Business Studies, Science, Media Studies, Journalism and Education. History Units 1 and 2 are suitably combined with Geography, History and International Politics in Units 3 and 4.*

**History Unit 1: Rise of Hitler**

Students study the rise of nationalism in Germany after it emerges from the ruins of World War 1. What experiences made it turn to the dictator Hitler? What was it like to live under the Nazis – why did so many Germans see the period just prior to World War II as a glorious time? Did all Germans have this experience?

Assessment tasks include analysis of Nazi propaganda techniques, a study of the film ‘The Pianist’ and Hitler’s book ‘Mein Kampf’ and a major essay on the rise of Nazism.

Areas of Study include:
- Rise of Nazism
- Social life under a Totalitarian Regime
- Cultural expression

**Unit 2: Vietnam and its Wars**

Vietnam’s long history has seen it torn apart by conflict. Students examine how communists, anti-Communists and nationalists struggle for power. They explore the culture of Vietnam and how France was first involved in governing the country. The Vietnam War is then examined and analyzed in detail.

Assessment tasks include a comparison of the films ‘Platoon’ and ‘We Were Soldier’, analysis of literature based on the Vietnam War and a major essay about the role of the United States in the Vietnam War.

Areas of Study include:
- Vietnamese Nationalism
- Cultural Expression
- Us Involvement in Vietnam
HISTORY – REVOLUTIONS

History Unit 3: The Russian Revolution
Political intrigue, romance, blood and gore: Units 3 and 4 Russian revolution has it all!

The amazing mind of Lenin is examined in the way he brought about a communist dictatorship after the collapse of rotting Russian empire. The colorful character of holy man Rasputin and his unholy relationship with the Russian queen makes for fascinating study as the king, who only wants to be a family man, leaves the power in that lady’s hands.

Stalin’s emergence from the ordinary man in the shadows to the feared, yet loved, dictator is a study of the manipulation of power. All of these areas are examined through essays, document studies and short answers. Students choosing this course should expect to confront difficult concepts – it is definitely not an easy option.

History Unit 4: The American Revolution
A far simpler revolution, colorful characters emerge in Sam Adams, Patrick Henry and James Otis. Their efforts in getting Americans to become anti-British reveals a determination to succeed that spans decades and then is only partly achieved. The revolutionary war between the highly disciplined redcoats and the American minutemen is briefly studied. The question is also posed as to whether this can be called a revolution at all, as we examine whether there was a new society created after the war.
GEOGRAPHY

Geography looks at the interaction between human activities and natural processes. The purpose of this study is to develop in students an understanding of interrelationships between people, places and environments and to use geography skills to describe and interpret patterns that occur in both human and natural environments. Geographers use a number of skills to help them to investigate, interpret and explain these patterns. Students will apply skills and adapt them to interpret current environmental issues, form opinions and make predictions.

Studies of all Geographic topics and case studies at Mazenod allow students to gain an understanding of ‘our moral obligation to sustain the environment in which we live’.

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Geography Unit 1: Natural Environments
Natural Environments investigates the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth’s surface. There will be a particular focus on Phillip Island including an excursion to study a variety of issues relating to tourism and the environment.

There are 2 areas of study:
1. Characteristics of natural environments
2. Changes in natural environments

Unit 2: Human Environments
Human Environments investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments. This will include an analysis of built environments such as the development of the suburb in which the student lives.

There are 2 areas of study
1. Characteristics of human environments
2. Changes in human environments

Unit 3: Regional Resources
Regional Resources investigates the characteristics of resources and the concept of region.

There are 2 areas of study
1. Use and management of Australian water resources
2. Use and management of local resources

Unit 4: Global Perspectives
Global Perspectives investigates the geographic characteristics of global phenomena and responses to them.

There are 2 areas of study
1. Global phenomena
2. Global responses
INTERNATIONAL POLITICS

_September 11, 2001 signaled a distinct change in how we view global conflicts. Traditionally we would expect country vs. country military encounters but now often the enemy is not so clear, with terrorism seemingly the greatest threat to contemporary global security. The subsequent wars in Iraq and Afghanistan have filled our nightly news stations with suffering and massive rising death tolls._

_In the twenty-first century, political decisions and actions taken by individuals, groups, organisations and governments are increasingly global in their impact. International Politics will enable students to understand and reflect on contemporary national and international political issues, problems and events and the forces that shape them. The study offers students the opportunity to engage with key political, social and economic issues, to become more informed citizens, voters and participants in their local, national and international communities._

_By becoming an International Politics student you will have the chance to explore beyond what makes prime time news. You will gain the skills and knowledge needed to become political analysts and understand the driving forces behind many conflicts impacting upon us - military, economic and environmental._

_Possible careers stemming from the study of International Politics could include:_

<table>
<thead>
<tr>
<th>Political Scientists</th>
<th>Foreign Affairs (DFAT)</th>
<th>Law</th>
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<tbody>
<tr>
<td>Intelligence Agencies</td>
<td>Journalism</td>
<td>Historian</td>
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<td>Diplomatic Services</td>
<td>Teaching</td>
<td>Leadership</td>
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<td>Tourism</td>
<td>Research</td>
<td>Public Relations</td>
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**International Politics Unit 1: Politics, Power and People**

1. **Democracies and Dictatorships**
   This area of study introduces students to the key concepts, underlying values, ideologies, political structures and processes that define nation states. It includes ideas such as power, authority, democracy, citizenship, communism, fascism and the study of different political structures.

2. **Leading People**
   This area of study focuses on the values, goals, achievements, communication style and impact of a post-World War II political leader; for example, JFK, Yasser Arafat, George W Bush, Osama Bin Laden.
International Politics Unit 2: The Global Picture

1. Looking Out
This area of study introduces students to concepts in international relations and key events since World War II that have shaped international events, relationships and exchanges. It includes concepts such as imperialism, colonialism, internationalism and national interest.

2. The International Community
This area of study provides students with the opportunity to investigate and reflect on the concept of an international ‘community’. Students will examine areas of the role of international organisations, international integration and international cooperation in areas such as the environment (Global Warming), health, refugees and world economies.

International Politics Unit 3: Global Issues and Conflicts

1. Globalisation and Internationalism
This area of study focuses on the concepts of globalisation and internationalism and the way in which these concepts have influenced the development of key global issues. Students will examine the role and influence of organisations such as the United Nations, World Trade Organisation and International Monetary Fund as well as global issues such as the environment, refugees and technology communications.

2. This area of study examines the causes and nature of conflict in the post-Cold War World, including global terrorism. Students will study a range of conflicts such as Bosnia, Rwanda and Chechnya and understand how underlying tensions in these conflicts came together in the attacks of September 11 and subsequent ‘war on terror’. The rise of China, India and the European Union will also be examined.

International Politics Unit 4: International Relations

1. Power in the Asia-Pacific Region
This area of study examines the concept of national interest and the way in which states use power in the Asia-Pacific Region. The focus for this outcome will be North Korea, whose unpredictable leadership and desire for nuclear weapons threatens the peace and security of the region and, indeed, the wider world. Why does North Korea want these weapons and how does this desire effect their other national interest? What options are available to regional powers like the United States, Japan and China to deal with North Korea?’

2. Australian Foreign Policy
This area of study examines the nature of Australia’s position in the region and the world and the way in which the national interest has been conceived and pursued. Students will examine the role Australia plays in the international community and the nature of forces that act on her foreign policy. This will include an examination of Australia’s relationship with the United States, the Asia-Pacific Region and the economic dimension of foreign policy.
LEGAL STUDIES

Legal Studies is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia.

Legal Studies Unit 1: Criminal Law and Justice
The nature of a “peaceful” society and how to achieve it through a system of criminal law is at the heart of Legal Studies Unit 1. Particular areas of study are:

- The nature of rules (both legal and non-legal);
- The Victorian Court Hierarchy and law making through a parliamentary system;
- The role of the police, their powers of investigation, and the procedures of a criminal trial and an examination of the sanctions that are available to the criminal courts;
- The concepts of fairness and justice within the criminal justice system.

There are two focus areas of study:
1. The principles of criminal law as applied to particular cases studied;
2. The process for the resolution of criminal disputes and whether the legal processes involved achieve justice.

Unit 2: Civil Law and the Law in Focus
This unit focuses on the effective resolution of civil disputes. Students will investigate the processes and procedures involved in civil litigation and the defences available in civil claims. In particular, students will study the following:

- Civil rights;
- The basic principles of contract and tort law;
- Civil procedures and the role of the jury in civil trials;
- Alternative methods of dispute resolution.

Students also conduct a case study into a current area of law where a significant change has been made and analyse its implications for society.

There are three focus areas of study:
1. Civil disputes;
2. Civil law in action;
3. The law in focus.
Legal Studies Unit 3: Law Making

The focus of this unit is to develop an understanding of the institutions (Parliament, the courts) that determine laws, and the processes by which laws are made. Students study reasons why laws are necessary in our society, and the impact of the Commonwealth Constitution on the operation of the legal system; and they evaluate the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

There are three focus areas of study:
1. The role and effectiveness of parliament as a law making body, and the need for change in the law, including the ways in which change can be influenced;
2. The role of the Commonwealth Constitution in defining law-making powers within a federal structure including a study of democratic and human rights in Australia;
3. A description of the role of the courts in law-making and their relationship with parliament.

Legal Studies Unit 4: Evaluation of the Legal System

Students explore the processes of resolving disputes (at society level) through courts, tribunals and alternative avenues of dispute resolution (ADRs), all of which entails an understanding of criminal and civil pre-trial and trial processes and the procedures that operate within the Victorian legal system. Both the jury system of decision-making in cases and the adversary system of trial are studied, to further develop understanding of civil and criminal trials. In this unit, students evaluate the effective operation of the Victorian legal system and make recommendations for possible improvement and reform.

There are two focus areas of study:
1. An evaluation of the effectiveness of institutions for the resolution of civil disputes and of the adjudication of criminal cases, and of alternative dispute resolution methods;
2. An understanding of the elements of an effective.
LITERATURE

- **Good English students may benefit from taking BOTH English and Literature in VCE.**
- **Students who have studied Literature successfully in Year 10, may take literature in place of English in VCE.**
- **Students who have not studied Literature in Year 10 may only take Literature in place of English in exceptional circumstances. They should discuss this with the English Coordinator.**

The study of literature focuses on the enjoyment and appreciation of reading that arises from discussions, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others. The study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. The study of literature encourages independent and critical thinking in students’ analytical and creative responses to texts.

**Literature Unit 1:**
This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. While the emphasis is on students close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and/or non-print texts.
There are three areas of study:

**Literature Unit 2:**
The focus of this unit is on students’ critical and creative responses to texts. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas.
There are two areas of study:
1. The text, the reader and their contexts; 2. Comparing texts.

**Literature Unit 3:**
This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text affects meaning and generates different expectations in readers, the way texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.
There are three areas of study:

**Literature Unit 4:**
This unit focuses on students’ creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their work. Students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.
There are two areas of study:
LOTE

The study of a language other than English (LOTE) contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge.

ITALIAN

The study of Italian develops students’ abilities to understand and use a language, which is one of the official languages of the European Union, and the second most widely spoken language in Australia.

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<thead>
<tr>
<th>Areas of study:</th>
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<tbody>
<tr>
<td>The areas of study for Italian comprise themes and topics, grammar, text types, vocabulary, and kinds of writing. There are three prescribed themes for Units 1 to 4: The individual, The Italian speaking communities and the changing world.</td>
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<tr>
<th>LOTE Italian Unit 1:</th>
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<tr>
<td>For this unit students are required to demonstrate achievement of three outcomes.</td>
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<tr>
<th>LOTE Italian Unit 2:</th>
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<tr>
<td>On completion of this unit the students should be able to give expression to a real or imaginary experience, in written or spoken form (eg: journal entry, personal account, and short story). They should be able to listen to, read and extract and use information from spoken and written texts and participate in a spoken or written exchange related to making arrangements and completing transactions.</td>
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<tr>
<th>LOTE Italian Unit 3:</th>
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<tr>
<td>For this unit students are required to demonstrate achievement of three outcomes. They are required to write a 250 word personal or imaginative piece; to respond to specific questions, messages or instructions, using information from spoken texts; and to present a three to four minute role play, focusing on the resolution of an issue.</td>
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<tr>
<th>LOTE Italian Unit 4:</th>
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<tr>
<td>For this unit students are required to demonstrate achievement of two outcomes. One is to analyse and use information from written texts. The second outcome requires them to respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking communities. This requires 250-300 word informative, persuasive or evaluative written response and a three to four minute interview related to their special study.</td>
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School-assessed course-work and two end-of-year examinations will determine students’ levels of achievement for Units 3 and 4.

The end-of-year examinations are comprised of an oral examination and a written examination.
JAPANESE

The learning of a language other than English is now regarded as serving both individual and national needs. In learning Japanese, students will acquire a skill that they will then find uses for in their personal as well as public lives. Career opportunities, in which the knowledge of another language is desirable, are many.

“Learning a language is a lifetime decision”.

Areas of Study:
The areas of study for Japanese include themes and topics, grammar, text types, vocabulary and kinds of writing. There are three prescribed themes for Units 1 to 4: the Individual, Japanese Speaking Communities and the Changing World.

LOTE Japanese Unit 1:
This unit is designed to extend student’s knowledge and skills in speaking and writing the language. Students are required to participate in two social and informational conversations on general topics; present an announcement, program segment, recitation or song, giving particular attention to appropriate and expressive pronunciation, intonation and phrasing; reorganise information by constructing one piece from cues and preparing another by selecting information according to given criteria; and produce personal and imaginative writing.

LOTE Japanese Unit 2:
This unit is designed to extend students’ knowledge and skills in speaking and writing the language. Students are required to: participate in an interview as interviewer or interviewee, and deliver a report; present a dramatised reading or tell a story, giving particular attention to appropriate and expressive pronunciation, intonation and phrasing; reorganise information by changing its form to fulfill a given purpose; and produce informative writing.

LOTE Japanese Unit 3:
This unit is designed to extend students’ knowledge and skills in speaking and writing the language. Students are required to: participate in a discussion or negotiation; make a sustained presentation or participate in a short scripted performance, giving particular attention to appropriate and expressive pronunciation, intonation and phrasing; investigate a topic and present a written report; and produce persuasive, personal and imaginative writing.

LOTE Japanese Unit 4:
This unit is designed to extend students’ knowledge and skills in speaking and writing the language. Students are required to: present and defend a point of view to an audience; participate in a performance, giving particular attention to appropriate and expressive pronunciation, intonation and phrasing; combine and adapt information for a given purpose; and produce evaluative and informative writing.

School assessed course work and two end-of-year examinations will determine students’ level of achievement for Units 3 and 4.

The end-of-year examinations are comprised of an oral examination and a written examination.
MUSIC: SOLO OR GROUP PERFORMANCE

Music is offered as a VCE subject from Year 10-12. All students must be enrolled in instrumental tuition at the College or externally and must be receiving approved professional instrumental tuition on their instrument. As soloists and members of ensembles, students develop skills in preparing programs of music works for performance. Throughout these units, students learn about and apply musicianship as they create, interpret, perform and analyse solo and ensemble works, in a range of styles. There is a wide range of ensembles for students to participate in at the college and the music department is fully equipped with the latest music computer technology. Students are instructed in the full use of music software and assessed in accordance with VCAA assessment policies. All students undertaking any VCE Music unit must attend all co-curricular music activities including choir. Exceptions will be assessed on an individual basis. All students selecting these units must obtain the required subject text: Master your Theory Grade 3 & 4.

Year 11 or 12: Unit 3 & 4 Group Performance (Year 11) and Solo Performance (Year 12)

Units 3 & 4 focus on developing skills in practical music and performance in solo and group contexts, and developing skills in aural comprehension and organisation of sound. As soloists and members of ensembles, students develop skills in preparing programs of music works for performance. Throughout these units, students learn about and apply musicianship as they create, interpret, perform and analyse solo and ensemble works, in a range of styles.

Areas of study:

1. Performance skill development – Solo Performance
2. Background of Music Works
3. Music Craft – Aural skill development and analysis of music
4. Theoretical concepts
5. Ensemble performance
6. Composition and improvisation.

Students must complete VCE Music Units 1 & 2 as preparation for entry into these units of study and they MUST have four years of tuition on their instrument. Entry to this subject is by interview and audition only. All students must be enrolled in instrument tuition at the College or externally.
This subject is approached through both the study of and participation in physical activity. This approach provides the means by which theory and practice are integrated.

Physical Education Unit 1: Bodies in motion

In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway.

Students apply biomechanical principles to improve and refine movement. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity.

In Area of Study 3, there are two detailed studies: Technological advancements from a biomechanical perspective and Injury prevention and rehabilitation, which will expand and build on the knowledge and skills introduced in Areas of Study 1 and 2. Students select one of these detailed studies to explore in greater depth.

Outcome 1 – Body Systems and Human Movement
Outcome 2 – Biomechanical Movement Principles
Outcome 3 – Technological advancements from a biomechanical perspective

Physical Education Unit 2: Sports Coaching and Physically Active Lifestyles

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching.

Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence participation in regular physical activity, and collect data to identify perceived barriers and the ways in which these barriers can be overcome.

Outcome 1 – Effective Coaching Practices
Outcome 2 – Physically Active Lifestyles
Outcome 3 – Decision Making in Sport
Physical Education Unit 3: Physical activity participation and physiological performance

This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity.

Students investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

*Outcome 1: Monitoring and promotion of physical activity*
*Outcome 2: Physiological responses to physical activity*

Physical Education Unit 4: Enhancing performance

Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

*Outcome 1: Planning, implementing and evaluating a training program*
*Outcome 2: Performance enhancement and recovery practices*
RELIGION AND SOCIETY

Religion and Society Unit 3: The Search for meaning

This unit focuses on core beliefs of the Roman Catholic Tradition and the ways in which they express meaning for religious communities and individuals within them. Beliefs refer to ideas about reality held by individuals and groups within the Roman Catholic Tradition. Religious beliefs are communicated and expressed through the following aspects:

- Formal statements of beliefs or creeds
- Myths and other stories
- Sacred texts and literature
- Rituals
- Symbols
- Social structures
- Oral or written codes of behavior
- Religious experience

Assessment of levels of achievement
The student’s level of achievement in Unit 3 will be determined by school-assessed coursework and an end-of-year examination.

Religion and Society Unit 4: Challenge and Response

This unit focuses on internal and external developments which challenge significant beliefs of the Roman Catholic traditions, and which may produce enduring historical or social consequences. The unit includes attention to historical profiles of Christian traditions and provides opportunity for specific analysis of decisive occasions of religious challenge and response. The implications of religious belief for action on behalf of social justice are also explored.

Assessment of levels of achievement
School-assessed coursework for Unit 4 will contribute 25% to the final assessment. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50% to the final assessment.
VISUAL COMMUNICATION AND DESIGN

Visual communicators in fields such as architecture, engineering, graphic design, multimedia design, cartography, advertising and fashion all depend on graphics to develop and communicate their ideas and information. Visual communication uses text and image (though not necessarily both in the same presentation) in either two- or three-dimensional form to communicate messages to audiences. Such information can be presented in imaginative and original ways while conforming to conventions.

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

There are four areas of study:
1. Instrumental Drawing;
2. Freehand drawing and rendering;
3. Design elements and principles;
4. Design process.

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

There are four areas of study:
1. Representing and communicating form;
2. Developing imagery;
3. Developing visual communication solutions;
4. Visual communication in context.

Unit 3: Visual Communication Practices
The main purpose of this unit is to enable students to develop an understanding of visual communication production through the application of the design process to satisfy specific communication needs. Within the unit, students consider existing visual communication and analyse and evaluate examples. Student will also investigate the production of visual communications in a professional setting and examine the nature of professional practice in the design and production of visual communications.

The three areas of study are:
1. Visual communication Design;
2. Visual communication Analysis;

Unit 4: Designing to a Brief
The main purpose of this unit is to enable students to apply their knowledge of the components of the design process in the preparation of one design brief. Students apply their practical skills to the development and production of two distinct final visual communication presentations through application of the design process and based on the requirements of the brief.

There are three areas of study:
1. The brief;
2. Development work;
3. Final presentations.
MATHEMATICS

The study of mathematics at VCE is designed not only to develop knowledge and skills but also to apply this knowledge to analyse, investigate and solve problems in a variety of situations. Students are encouraged to use, where appropriate, graphic calculators and computer software.

Unit 1 & 2: Foundation Mathematics
Foundation Mathematics is intended for students who need mathematical skills to support their other VCE subjects but who do not need or intend to do Units 3 and 4.

In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study. Students are encouraged to use appropriate technology in all areas of their study. These units will be especially useful for students undertaking VET and VCAL studies.

The areas of study for Units 1 and 2 of Foundation Mathematics are ‘Space and Shape,’ ‘Patterns in Number,’ ‘Handling Data’ and ‘Measurement and Design.’

Unit 1 & 2: General Mathematics
General Mathematics is intended for a diverse group of students. Some may be preparing for apprenticeships, banking or clerical positions, others may be looking at further studies in areas such as science, psychology, commerce or business studies. Hence we will be implementing General Mathematics Units 1 and 2 in two ways:

1. General Maths - Further is intended for those students who take this and no subsequent mathematics or for those who may be planning to take Further Mathematics Units 3 and 4.

2. General Maths - Specialist is highly recommended for those students who will be studying Specialists Mathematics and/or Mathematical Methods Units 3 and 4, but is not a prerequisite. Mathematical Methods Units 1 and 2 is a prerequisite for these 3/4 subjects. Taken with Mathematical Methods Units 1 and 2.

Unit 1 & 2: Mathematical Methods (CAS)
Mathematical Methods Units 1 and 2 involves the study of calculus, probability, functions, graphs and algebra. The course is intended for students who are interested in mathematics and/or pursuing tertiary studies with a mathematical content. It should normally be taken with General Maths 1 and 2, although it may be taken alone.

Mathematical Methods 1 and 2 is a prerequisite for Mathematical Method 3 and 4 and Specialist Mathematics 3 and 4.
Mathematics Units 3 and 4

There are three units of study being offered to VCE students at the 3/4 level. Further Mathematics provides students with a Unit 3 & 4 sequence in mathematics but it is not intended that these students will undertake further studies in a mathematics area.

Mathematical Methods will provide a mathematics course for those students requiring knowledge of mathematics for tertiary studies, in the biological sciences or less mathematically based courses, whilst Specialist Mathematics is required for tertiary studies in engineering or mathematically based courses. Students attempting Specialist Maths will need to take Maths Methods (CAS) to obtain the basic skills.

The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout these courses. This will include the use of some of the following technologies for various areas of study or topics: graphics calculators, spreadsheets, graphing packages, dynamic geometry systems and computer algebra systems. In particular students are encouraged to use graphics calculators and other technologies both in the learning of new material and the application of this material in a variety of different contexts.

Units 3 & 4: Further Mathematics
Further Mathematics consists of a compulsory area of study, ‘Data analysis’ and then a selection of three from five modules in the ‘Applications’ area of study. The ‘Data analysis’ area of study in Unit 3 incorporates a statistical applications task, and one of the modules from the area of study ‘Applications’ is also covered. In Unit 4, the other two selected modules from the area of study ‘Applications’ are covered.

Units 3 & 4: Mathematical Methods (CAS)
Mathematical Methods (CAS) Units 3 & 4 consists of the following areas of study: ‘Coordinate geometry’, ‘Circular (trigonometric) functions’, ‘Calculus’, ‘Algebra’ and ‘Statistics and Probability’ which must be covered in a progression from Units 3 & 4, with an appropriate selection of content for each of Unit 3 & 4.

Units 3 & 4: Specialist Mathematics
Specialist Mathematics consists of the following areas of study: ‘Coordinate geometry’, ‘Circular (trigonometric) functions’, ‘Algebra’, ‘Calculus’, ‘Vectors in two and three dimensions’ and ‘Mechanics’. The course content also highlights the mathematical structure of proof. All of this material is covered in a progression from Unit 3 to Unit 4.

In Unit 3, the study of Specialist Mathematics includes content from ‘Coordinate geometry’, ‘Circular (trigonometric) functions’ and some material from the ‘Algebra’, ‘Calculus’ and ‘Vectors in two and three dimensions’ areas of study. Unit 4 consists of the remaining content from the ‘Algebra’, ‘Calculus’, and ‘Vectors in two and three dimensions’ areas of study and all of the content from the ‘Mechanics’ area of study.
**BIOLOGY**

*Biology is the study of living organisms, of life processes and of the different levels of organisation from the cell to the biosphere. Unit 1 examines cells and body systems, while Unit 2 focuses on the characteristics of a variety of ecosystems. In Unit 3, students study the nature of biomolecules and how the cell responds to a changing environment and in Unit 4 Genetic inheritance and changes over time are covered. Throughout Units 1-4, students develop their skills in designing experiments and reporting and evaluating scientific data.*

<table>
<thead>
<tr>
<th><strong>Biology Unit 1: Unity and Diversity</strong></th>
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<tbody>
<tr>
<td>Students explore the structure and function of living things, from cells to systems.</td>
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<tr>
<td>There are two areas of study:</td>
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<tr>
<td>1. <strong>Cells in Action</strong>;</td>
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<tr>
<td>2. <strong>Functioning Organisms</strong>.</td>
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<tr>
<th><strong>Biology Unit 2: Organisms and Their Environment</strong></th>
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<tr>
<td>Students investigate how organisms survive in a variety of ecosystems.</td>
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<td>There are two areas of study:</td>
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<tr>
<td>1. <strong>Adaptations of Organisms</strong>;</td>
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<td>2. <strong>Dynamic Ecosystems</strong>.</td>
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<tr>
<th><strong>Biology Unit 3: Signatures of Life</strong></th>
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<tr>
<td>Students study the chemical makeup of the cell and how it responds to the environment.</td>
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<tr>
<td>There are two areas of study:</td>
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<tr>
<td>1. <strong>Molecules of Life</strong>;</td>
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<tr>
<td>2. <strong>Detecting and Responding</strong>.</td>
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<tr>
<th><strong>Biology Unit 4: Continuity and Change</strong></th>
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<tr>
<td>Students cover Inheritance and Genetic variation over time and changing conditions.</td>
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<tr>
<td>There are two areas of study:</td>
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<tr>
<td>1. <strong>Heredity</strong>;</td>
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<tr>
<td>2. <strong>Change Over Time</strong>.</td>
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</table>
CHEMISTRY

The study of Chemistry will assist students in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. It can enrich student’s lives through the development of particular knowledge, skills and attitudes and enable them to become scientifically capable members of society.

Chemistry Unit 1: The Big Ideas of Chemistry
The first area of study focuses on the historical development of, and the relationship between, the Periodic Table and Atomic Theory. The second area of study focuses on the structure, properties and applications of materials.

There are two areas of study:  
1. The Periodic Table;  

Chemistry Unit 2: Environmental Chemistry
The first area of study focuses on water, the properties which make it so important to living things and relate these properties to chemical bonding characteristics. The second area of study focuses on the interaction between living things and gases of the atmosphere.

There are two areas of study:  
1. Water;  
2. The Atmosphere.

Chemistry Unit 3: Chemical Pathways
The first area of study allows students to use a variety of analytical techniques to analyse products in the laboratory and review their understanding of stoichiometry as they complete calculations related to practical investigations. The second area of study allows students to investigate systematic organic chemistry including the production of starting materials for particular reaction pathways.

There are two areas of study:  
1. Chemical Analysis;  
2. Organic Chemical Pathways.

Chemistry Unit 4: Chemistry at Work
The first area of study focuses on the factors that affect the rate and extent of a chemical reaction. Students study energy profiles and how equilibrium law is applied to homogeneous equilibria. The second area of study focuses on the use of different energy resources. Students construct and operate simple galvanic and electrolytic cells.

There are two areas of study:  
1. Industrial Chemistry;  
Physics students demonstrate interest in and understanding of the universe, they engage in debates about the nature of evidence, theories and models and the value of physics in society. They can describe and use theories and models, propose and investigate hypotheses, collect data, analyse the limitations of that data, draw conclusions, make recommendations and select and use a range of appropriate technologies and mathematical techniques.

**Physics Unit 1:**
Unit 1 consists of two prescribed areas of study:
- Wave-like properties of light;
- Nuclear and radioactivity physics.
A third area of study will be chosen from one of three detailed studies: Astronomy, Medical Physics or Energy from the nucleus.

**Physics Unit 2:**
Unit 2 consists of two prescribed areas of study:
- Movement;
- Electricity.
A third area of study will be chosen from one of three detailed studies: Astrophysics, Investigations: aerospace or Investigations alternative energy sources.

**Physics Unit 3:**
Unit 3 consists of two prescribed areas of study:
- Motions in one and two dimensions;
- Electronics and photonics.
A third area of study will be chosen from one of three detailed studies: Einstein’s relativity, Investigating Structures and Materials or Further electronics.

**Physics Unit 4:**
Unit 4 consists of two prescribed areas of study:
- Interactions of light and matter;
- Electric Power.
A third area of study will be chosen from one of three detailed studies: Synchrotron and applications, Photonics or Recording and Reproducing sound.
PSYCHOLOGY

Psychology is the systematic study of thoughts, feelings and behavior. In Unit 3, the biological bases of behavior are applied to the associative areas of visual perception and states of consciousness. In Unit 4, the cognitive processes which underlie effective functioning are introduced in the study of learning and memory. Research methods that are used to explain behavior from a scientific perspective are developed.

Psychology Unit 3:
This includes the role of the central nervous system in understanding human behavior, and the ways in which information is acquired, processed, stored and used.

Areas of study:
1. Brain & The Nervous System;
2. Visual Perception;

Psychology Unit 4:
This unit is designed to enable students to develop knowledge and skills in research methods of Psychology and to relate the areas of study of learning and memory to everyday experience.

Areas of study:
1. Memory;
2. Learning;
3. Research Investigation.
VCE Information Technology focuses on the processing of data and the management of information and information systems. The rapid pace of development in information and communications technology (ICT) is having a major influence on many aspects of society. Not only does ICT provide the capacity to change how tasks are undertaken, but it also creates new opportunities in work, education, entertainment and society.

Information Technology Unit 1: IT in Action
The focus of this unit is on how individuals and organisations use, and can be affected by information and communications technology (ICT) in their daily lives. Students apply a range of knowledge and skills to manipulate different data types such as numeric, text sound and images.

There are three areas of study:
1. IT Techniques;
2. Data Management;
3. ICT Issues.

Information Technology Unit 2: IT Pathways
The focus of this unit is how individuals and organisations such as sporting clubs, charities, small businesses and government agencies use ICT. Students acquire and apply a range of knowledge and skills to create solutions and information products that meet personal and client’s needs. They also examine how networked information systems are used within organisations.

There are three areas of study:
1. Programming and Pathways;
2. Networks;

IT Applications Unit 3: IT Applications (Units 3 and 4 are designed in sequence)
The focus of this unit is on how individuals or organisations use ICT to solve information problems and to participate actively in a society where use of ICT is commonplace. As well as acquiring and applying knowledge and skills in solving information problems to assist in decision-making and in managing tasks and timelines, students explore how the capabilities of networked information systems support teams of workers or learners.

There are two areas of study:
1. Problem Solving;
2. Organisations: Networks and collaborative problem-solving.

IT Applications Unit 4: IT Applications
The focus of this unit is on how ICT is used by organisations to solve ongoing information problems and in the strategies to protect the integrity of data and security of information.

There are two areas of study:
1. Organisations and information needs;
2. Data and information security.
IT: Software Development Unit 3: Software Development
Units 3 and 4 are designed in sequence

The focus of this unit is the study of techniques and procedures for determining the ability of networked information systems to meet organisational needs and on how the development of purpose-designed software, using a programming language, helps fulfill these needs. Students study networks and apply the three phases of the waterfall model of systems development life cycle to make changes to networked information systems.

There are two areas of study:
1. Systems Analysis and Design;
2. Software Development.

IT: Software Development Unit 4: Software Development

This unit focuses on how students explore the technical, human, procedural, economic, and management factors that need to be considered when undertaking these phases of the system development life cycle (SDLC). The development phase is realised through the creation of software solutions using the programming language used in Unit 3.

There are two areas of study:
1. Software Engineering;
F – VET PROGRAM DESCRIPTION

VET programs are TAFE programs attained in secondary schools and recognised within the VCE. VET is designed to increase options for students in secondary schools. It allows students the opportunity to study approved vocational education and training courses while also completing their VCE. Thus a student can achieve both their VCE or VCAL and a nationally recognised TAFE certificate by the end of Year 11 or 12. Most VET/TAFE certificates at Mazenod College are completed in two years.

These TAFE certificates consist of modules (known as Units of Competence) that are bundled together to create VCE VET units. These VCE VET units have the same status as VCE units. In fact, students may complete as many as 16 VET VCE units within their VCE. Students participating in a VET program have the opportunity to work in a related industry setting, through a Work Placement, while completing their VET certificate. This is a compulsory requirement in most VET programs.

Other advantages of successfully achieving a VET certificate are that:
- Your VET training can be applied to an apprenticeship making you more attractive to employers;
- You will have an increased awareness of education and training opportunities;
- Depending on the certificate, your VET program could be counted among your best 4 subjects or as a 5th or 6th subject when calculating your Australian Tertiary Admission Rank (ATAR);
- You can still apply for entry to University courses as well as TAFE courses, training programs or seek to join the work force;
- You will have gained practical and interpersonal skills that are transferable to other areas of work.

Mazenod College currently offers VET studies in:
- Furnishing/Cabinet Making, 3-year course over Years 10, 11 & 12
- Hospitality, Year 11 & 12 **
- Small Business #
- Multimedia, Years 11 & 12
- Sport & Recreation #
- Engineering Metal Technology, 3 year course over years 10, 11 & 12

** Done externally # Only VCE Units 1 and 2 credit

You will have to meet some additional costs when undertaking a VET program. However, due to supplementary Federal funding, these costs are less than if you had left the College and enrolled in the TAFE course on your own.

If you do not successfully complete a VET certificate you will still receive a Statement of Attainment for the units you have completed. These will be recognised by industry or a TAFE college should you wish to re-enter the program after leaving Mazenod College. More detail about each certificate is provided in the following pages.

Student Selection Criteria:

1. Evidence of ability to complete the course, based on:
   a. Your previous education and training
   b. Your paid or unpaid work experience
   c. Your life and community experience
2. Demonstrated relevance of the course:
   a. Relevance of course to your career plans and goals
   b. Knowledge of the career area
3. Other factors relating to any previous disadvantages that may be taken into account in the selection process
VET in the VCE Furnishing (Cabinet Making) Program

2202 ACC CERTIFICATE II IN FURNISHING
(CABINET MAKING)

Course Aims
The VET in the VCE Furnishing (Cabinet Making) Program provides participants with a variety of skills in Furniture Manufacturing. The emphasis is on practical, hands-on training which is interesting and enjoyable. The course offers an opportunity for young men to participate in broad-based training in Furniture Manufacturing with a view to gaining a nationally recognised qualification and/or an apprenticeship.

Course Outcomes
On successful completion of this course, students will achieve:

- VET Scored Assessment
  Selected programs within the VCE VET suite have a Study Score component based on the designated 3–4 sequence of their program. Scored Assessment is comprised of two graded assessments for:
    - School-Assessed Coursework – a set of coursework tasks set by the assessor
    - An examination set by the VCAA
  The Study Score can contribute directly to the ENTER as one of the students primary four scaled studies or as the fifth or sixth study.
  *It is important to note that the 3–4 sequences of VCE VET programs are not designed as stand-alone studies. In order to receive the VET qualification, students must undertake the entire Unit 1–4 structure of a VCE VET program.*

- Certificate II in Furnishing (Cabinet Making)

- Exemptions for some modules in the apprenticeship – Completion of Certificate II in Furnishing represents two-thirds of off-the-job training involved in Certificate III.

Future Study Pathways

SECONDARY COLLEGE

<table>
<thead>
<tr>
<th>VET PROGRAM (Certificate II 760 hours)</th>
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<tbody>
<tr>
<td>First year</td>
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<tr>
<td>Second year</td>
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<tr>
<td>Third year</td>
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</table>

TAFE

<table>
<thead>
<tr>
<th>Apprenticeship Certificate III Furnishing (960 hours over 3 yrs)</th>
</tr>
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<tbody>
<tr>
<td>Diploma of Furnishing (800 hours over 1 yr full-time)</td>
</tr>
<tr>
<td>Certificate IV Furnishing (360 hours)</td>
</tr>
<tr>
<td>Advanced Diploma of Furnishing (600 hours over 1 yr full-time)</td>
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</tbody>
</table>

Course Delivery

Certificate II in Furnishing is delivered in partnership with Holmesglen Institute of TAFE. The majority of modules are delivered at the College, however specialised units of competence are delivered by the Institute. It is compulsory that students attend the TAFE Institute on the dates that are made available to our College. In previous years, students attended TAFE for one week in term holidays in both Yr 10 and Yr 11.

The modules/units of competence are delivered over a 3-year period, (Years 10, 11 and 12).
CERTIFICATE II IN FURNISHING (CABINET MAKING) - Continued

Structured Work Placement
There is a formal requirement for work placement in the Certificate of Furnishing. It is recommended by VCAA that students studying this course complete 40 hours work placement to enhance skills and knowledge gained. The VCAA recommends ten days for this program. Most students undertake this placement as part of the Year 10 work experience program of the College.

Employment Prospects
Graduates of this course will be well placed to gain employment in the Furnishing industry. This course could lead to the student gaining a Furnishing apprenticeship or may possibly be used as a basis of gaining further study or an apprenticeship in the Building and Construction (Carpentry) area.

Associated Costs
All VCE VET courses will incur a course fee that is charged by the Registered Training Organisation that issues the Certificate. Fees are usually in the range of $100-$300 per course, per year of study.

Special Requirements
Students will be required to undertake a mid-semester and end of year examination in Years 10 and 11. Examinations may be either theory or practical in nature. Students undertaking the Year 12 program will be required to undertake the examination at the end of the year as set by the VCAA.
VET in the VCE Engineering Technology Program

22019VIC CERTIFICATE II IN ENGINEERING STUDIES

Course Aims
The VET in the VCE Engineering Technology Program provides participants with a variety of skills in Engineering. The emphasis is on practical, hands on training which is interesting and enjoyable. The course offers an opportunity for young men to participate in entry-level studies with a view to a career in engineering, which can lead to an apprenticeship and provide a progression to Advanced Certificate and Associate Diploma level of education.

Course Outcomes
On successful completion of this course, students will achieve:

- VET Scored Assessment
  Selected programs within the VCE VET suite have a Study Score component based on the designated 3–4 sequence of their program. Scored Assessment is comprised of two graded assessments for:
    - School-Assessed Coursework – a set of coursework tasks set by the assessor
    - An examination set by the VCAA
  The Study Score can contribute directly to the ENTER as one of the student’s primary four scaled studies or as the fifth or sixth study.
  It is important to note that the 3–4 sequences of VCE VET programs are not designed as stand-alone studies. In order to receive the VET qualification, students must undertake the entire Unit 1–4 structure of a VCE VET program.
- Certificate II in Engineering Technology
- Exemptions for some modules in the apprenticeship
- Possible entry and employment as a Trainee Technician, Trainee Technical Officer, Trainee Engineering Assistant or Technical Assistant

Future Study Pathways

SECONDARY COLLEGE

<table>
<thead>
<tr>
<th>VET PROGRAM</th>
<th>(Certificate II 400 hours)</th>
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<tbody>
<tr>
<td>First year</td>
<td>Year 10</td>
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<tr>
<td>Second year</td>
<td>Year 11</td>
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<tr>
<td>Third year</td>
<td>Year 12</td>
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TAFE

<table>
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<tr>
<th>Pre-apprenticeship Engineering Certificate (320 hours)</th>
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<tr>
<th>Apprenticeship III Certificate Engineering (960 hours over 3 yrs)</th>
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<tr>
<th>Diploma of Engineering (800 hours over 1 yr full-time)</th>
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<tr>
<th>Advanced Diploma of Engineering (600 hours over 1 yr full-time)</th>
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<tr>
<th>Degree Programs (2½ - 3 years)</th>
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UNIVERSITY
CERTIFICATE II IN ENGINEERING STUDIES - Continued

Course Delivery

Certificate II in Engineering Technology is delivered in partnership with Box Hill Institute of TAFE. The majority of modules are delivered at the College, however specialised units of competence are delivered by the Institute. It is compulsory that students attend the TAFE Institute on the dates that are made available to our College. The modules/units of competence are delivered over a 3-year period, (Years 10, 11 & 12).

Structured Work Placement

There is no formal requirement for work placement in the Certificate of Engineering. It is strongly recommended by VCAA that students studying this course complete work placement to enhance skills and knowledge gained. The VCAA recommends ten days for this program.

Employment Prospects

Graduates of this course will be well placed to gain employment in the engineering industry. This course could lead to the student gaining an engineering apprenticeship including Fitting and Machining, Production Planner, Supervisor or Mechanical Engineer.

Associated Costs

All VCE VET courses will incur a course fee that is charged by the Registered Training Organisation that issues the Certificate. Fees are usually in the range of $100-$300 per course, per year of study.

Special Requirements

Students will be required to undertake a mid-semester and end of year examination in year 10. Examinations may be either theory or practical in nature. Students undertaking the year 11 program will be required to undertake the examination at the end of the year as set by the VCAA.
VET in the VCE Interactive Digital Media Program

CUF30601 CERTIFICATE III IN MEDIA

Course Aims
The VET in the VCE Interactive Digital Media programs provides participants with foundation skills and knowledge in a range of competencies to enhance their opportunities for employment in the multimedia industry or, as preparation for further studies in multimedia.

Course Outcomes
On successful completion of this course, students will achieve:

- VET Scored Assessment
  Selected programs within the VCE VET suite have a Study Score component based on the designated 3–4 sequence of their program. Scored Assessment is comprised of two graded assessments for:
    - School-Assessed Coursework – a set of coursework tasks set by the assessor
    - An examination set by the VCAA
  The Study Score can contribute directly to the ENTER as one of the student’s primary four scaled studies or as the fifth or sixth study.
  *It is important to note that the 3–4 sequences of VCE VET programs are not designed as stand-alone studies. In order to receive the VET qualification, students must undertake the entire Unit 1–4 structure of a VCE VET program.*

- Certificate III in Media
- An understanding of the basics of the multimedia industry
- Skills and knowledge which are transferable to other industries

Future Study Pathways

SECONDARY COLLEGE

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<tr>
<th>VET PROGRAM</th>
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<tbody>
<tr>
<td>First Year, Year 11</td>
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<td>Second Year, Year 12</td>
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TAFE

<table>
<thead>
<tr>
<th>Diploma in Multimedia</th>
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<tr>
<td>Advanced Diploma in Multimedia</td>
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UNIVERSITY

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<tr>
<th>Degree Programs</th>
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<td>(2½ - 3 years)</td>
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Course Delivery
Certificate III in Media is delivered in partnership with The Australian Institute of Education and Training. The modules are delivered at the College however specialised units of competence may require a facilitator attending the College. It is compulsory that students attend the College on the dates that are made available to our College by the Registered Training Organisation. The modules/units of competence are delivered over a 2-year period, (Year 11 and Year 12).
CERTIFICATE III IN INTERACTIVE DIGITAL MEDIA - Continued

Structured Work Placement
There is no formal requirement for work placement in the certificate of Interactive Digital Media. It is strongly recommended that by VCAA that students studying this course complete work placement to enhance skills and knowledge gained. The VCAA recommends ten days for this program.

Employment Prospects
Graduates of this course will be well placed to gain employment in the Multimedia and Information Technology Industry.

Associated Costs
All VCE VET courses will incur a course fee that is charged by the Registered Training Organisation that issues the Certificate. Fees are usually in the range of $100-$300 per course.

Special Requirements
1. Students may also need to attend specialist training here at the College delivered by an outside professional body. Usually year 12 students attended a full-day tutorial outside of classes.
2. Students will be required to undertake a mid-semester and end of year examination in years 11. Examinations may be either theory or practical in nature. Students undertaking the year 12 program will be required to undertake the examination at the end of the year as set by the VCAA.
3. Students undertaking VET Multimedia MUST include as part of their stationery a USB Memory stick of at least 1 GB.
VET in the VCE Small Business Management

21530VIC CERTIFICATE II IN SMALL BUSINESS
(OPERATIONS/INNOVATION)

Course Aims
The VET in the VCE Small Business program provides participants with:
- Knowledge and skills to achieve competencies that will enhance their employment prospects in small business workplaces.
- Enable participants to gain a recognised credential and the ability to make a more informed choice of vocation and career paths.

Course Outcomes
On successful completion of this course, students will achieve:
- Certificate II in Small Business upon the completion of units 1 & 2.
- An understanding of the basic workings of small business workplaces.
- Skills and knowledge, which are transferable to other industries.

Future Study Pathways

SECONDARY COLLEGE
Certificate II Small Business - Year 11

TAFE
Certificate III in Business
Certificate IV in Business (Small Business Management)
Diploma in Business Management
Advanced Diploma of Business (Management)

UNIVERSITY
Degree Programs in Business
(2½ - 3 years)

Course Delivery
Certificate II in Small Business is delivered in partnership with Australian Institute of Education and Training. The modules are delivered at the College however specialised units of competence are may require a facilitator attending the College. It is compulsory that students attend the College on the dates that are made available to our College by the Registered Training Organisation. The modules/units of competence are delivered over a 1-year period, (Year 11 only).
Structured Work Placement
The VCAA has determined that SWL is an appropriate and valuable component of all VCE VET programs. SWL complements the training undertaken at the school. It provides the context for:

- Enhancement of skills development
- Practical application of industry knowledge
- Assessment of units of competency
- Increase of employment opportunities and marketability.

The unit of competency VBN342 Undertake workplace orientation in a small business required a workplace context for the assessment of competence. The VCAA recommends that students undertake a minimum of 40 hours (5 days) of SWL to comply with the requirements of assessment of this unit.

Employment Prospects
Graduates of this course will be well placed to gain employment in a small business workplace. The skills, knowledge and attributes gained from this course are also transferable to a range of other industries. For students wishing to undertake further studies, VCE Business Management, Certificates III-IV in Business, Diploma and Advanced Diploma in Business provide a suitable pathway.

Associated Costs
All VCE VET courses will incur a course fee that is charged by the Registered Training Organisation that issues the Certificate. Fees are usually in the range of $200-$300 per course.

Students will be required to undertake a mid-semester and end of year examination in this VET subject. Examinations may be either theoretical or practical in nature.
VET in the VCE Sport & Recreation

SRF20206 CERTIFICATE II IN COMMUNITY RECREATION

Course Aims
The Certificate II in Community Recreation aims to provide the specific skills and knowledge for employment as an assistant in a Community Recreation facility. It may also provide students with the opportunity to develop skills in specific sports through the choice of electives from the career orientated participation, coaching or officiating programs. This course enhances a student’s entry opportunity to employment and and further training across all sectors in the Sport and Recreation industry.

Course Outcomes
On successful completion of this course, students will achieve:

- **Certificate II in Community Recreation**: The Community Recreation qualification aims to provide specific skills and knowledge required for an assistant level employee at an aquatic centre or gymnasium/dry area fitness centre. The functions of a person with this qualification may include assistance with the conduct of recreation activities and events, facility maintenance and general workplace operations.

Future Study Pathways

<table>
<thead>
<tr>
<th>SECONDARY COLLEGE</th>
<th>TAFE</th>
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</thead>
<tbody>
<tr>
<td>Year 11 Certificate II Community Recreation</td>
<td>Certificate IV in Sports &amp; Recreation or Sports Development</td>
</tr>
<tr>
<td></td>
<td>Diploma in Sports Recreation or Sports Development</td>
</tr>
</tbody>
</table>

Course Delivery
The Certificate II in Community Recreation is delivered in partnership with the Australian Institute of Education & Training (AIET). The majority of the units are delivered at the College however specialised units of competence are delivered by TAFE or other outside sources.

Work Placement
The minimum duration of work placement in this program is 80 hours over the length of the training program. Work placement complements the structured training undertaken at the school. It provides the context for:

- Enhancement of skills development
- Practical application of industry knowledge
- Assessment of selected units
- Increased marketability of students.
Employment Prospects
Graduates of this course will be well placed to gain employment in the Sport and Community Recreation industry.

Associated Costs
All VCE VET courses will incur a course fee that is charged by the Registered Training Organisation that issues the Certificate. Fees are usually in the range of $100-$300 per course.

Special Requirements
Students will be required to undertake a mid-semester and end of year examination in this VET subject. Examination may be either theory or practical in nature.
VET in the VCE Hospitality Program

SIT20207 CERTIFICATE II IN HOSPITALITY (OPERATIONS)

Course Aims
The VET in the VCE Hospitality programs provides participants with a general overview of the hospitality industry and the potential career paths within it. The skills will be drawn from the food and beverage and the commercial cookery functional areas.

Course Outcomes
On successful completion of this course, students will achieve:
- Certificate II in Hospitality
- Basic entry level skills and knowledge for work in the hospitality industry
- Improved standing for articulation in the Certificate IV in Hospitality
- VCE Units 1 & 2 and 3 & 4 for selected students

Future Study Pathways

SECONDARY COLLEGE

VET PROGRAM
(Certificate II 186 hours)
Year 11
Year 12

TAFE

Apprenticeship Certificate III
Commercial Cookery

CERTIFICATE IV in Hospitality
(Food & Beverage Supervision)

DIPLOMA in Hospitality Management

Course Delivery
Certificate II in Hospitality is delivered in partnership with Holmesglen Institute of TAFE, Waverley Campus. In previous years, all the modules were delivered at the TAFE on a Monday, Wednesday or Thursday afternoon, 2.30pm-8.00pm. Similar arrangements may also occur in future years. It is compulsory that students attend the TAFE Institute on the dates that are made available to our College.

Structured Work Placement
There is no formal requirement for work placement in the certificate of Hospitality. It is strongly recommended by VCAA that students studying this course complete work placement to enhance skills and knowledge gained. The VCAA recommends ten days for this program.

Employment Prospects
Graduates of this course will be well placed to gain employment in the Hospitality industry. This course could lead to the student gaining an apprenticeship or may possibly be used as a basis of gaining further study in the Hospitality area.

Associated Costs
All VCE VET courses will incur a course fee that is charged by the Registered Training Organisation that issues the Certificate. Fees are usually in the range of $100-$300 per course, per year of study.

Special Requirements
Students will be required to purchase an Apprentice Chef Uniform for an approximate cost of $120. This can be purchased from Holmesglen Institute of TAFE. Students must be prepared to attend TAFE weekly after school hours.
G - VCAL PROGRAM DESCRIPTION

The hands-on option for Year 11 students

The Victorian Certificate of Applied Learning (VCAL) program at Mazenod College is targeted at early school leavers and at Year 11 students who wish to further their knowledge and skills in a specific industry so as to gain employment or to further their studies at TAFE.

The program provides engaging learning environments to capture student skills and talents in areas such Hospitality, Furnishing, Engineering and Information Technology. The program takes place in a school environment established exclusively for these young people and involves students applying and developing their skills in their chosen industry area.

Program Content:

A VCAL program offered by Mazenod College includes:

- **Literacy and Numeracy classes** (units are selected from VCE Foundation English Units 1 & 2 and VCE Foundation Mathematics Units 1 & 2).
- **VCAL Work Related Skills Unit 1 & 2** – incorporating work placement within the specific industry relating to the chosen VCAL program.
- **VCAL Personal Development Skills Unit 1** – incorporating Unit 1 & 2 Religion and Society and involvement in community based and personal projects.
- **Industry Specific Skills** - various modules or units from a range of TAFE certificates closely related to the VCAL program chosen.

Entry Requirements:

Students must have a Year 10 pass before undertaking the Intermediate Certificate in VCAL.

Students will be required to attend an interview with the VCAL Coordinator and Year 11 Coordinator to determine the student’s suitability and commitment to this course. Parents are also encouraged to attend this interview.

Students who have previously completed VCE Units and/or Certificate modules are able to receive recognition of prior learning for these units and modules.

**This course is particularly suited to those students intending to leave school at the end of Year 11 and take up an apprenticeship or continue study at an Institute of TAFE.**
VCAL Intermediate Program Description:

The course consists of a minimum of 10 units and will total a minimum of 1000 hours of units and work placement for the two semesters.

Level: INTERMEDIATE

<table>
<thead>
<tr>
<th>Curriculum type</th>
<th>Literacy &amp; Numeracy Strand</th>
<th>Industry Specific Skills Strand</th>
<th>Work Related Skills Strand</th>
<th>Personal Development Skills Strand</th>
<th>Delivery by</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCAL units</td>
<td></td>
<td>VCAL Intermediate Work Related Skills Units 1 &amp; 2– with Work Placement</td>
<td>VCAL Personal Development Skills Unit 1</td>
<td>Mazenod College</td>
<td></td>
</tr>
<tr>
<td>VCE units</td>
<td>VCE Foundation English Units 1&amp;2</td>
<td></td>
<td></td>
<td>Mazenod College</td>
<td></td>
</tr>
<tr>
<td>VCE units</td>
<td>VCE Foundation Maths Units 1&amp;2</td>
<td></td>
<td>VCE Religion &amp; Society Units 1 &amp; 2</td>
<td>Mazenod College</td>
<td></td>
</tr>
</tbody>
</table>
| VCE VET         | *VCE VET Engineering Units 1 & 2  
*VCE VET Furnishing Units 1 & 2  
*VCE VET Small Business Units 1 & 2  
*VCE VET Sport Recreation Units 1 & 2 | | | Mazenod College |
| VET certificates| Other VET Certificates at TAFE Institutes as approved by the VCAL Coordinator. | | | Chisholm TAFE  
Holmesglen TAFE  
Box Hill TAFE |
| Total credits   | 4                           | 2-3                             | 2                         | 2 |
| Total Award Level credits | 4                           | 2-3                             | 2                         | 2 |

Total Award Level credits: 10-11
Work Placement:
Students are required to undertake a minimum of 100 hours per semester of Structured Work Placement as part of VCAL Work Related Skills. Students may use this opportunity to sample industries of interest over one-day per week. For example, a student interested in Building may choose to work with a Builder in term 1, a Glazier in term 2, a Cabinet Maker in term 3 and a Floor and Wall Tiler in term 4. Obviously the more the student samples while on work placement the better he will be to make the decision as to which trade he may wish to specialise or pursue a Pre-Apprenticeship in the following year.

Students are required to find their own work placement. Some assistance is provided in class as to how to approach employers, write letters of application etc. Typically, work placement is found via family and friend networks. A small database of employers is available at the College for students experiencing difficulty in finding employment.

Industry Specific Skills:
Students may choose to undertake a VET Certificate outside of the College offerings as listed in the VET Subject Selection Handbook. These programs are typically on a Wednesday all day and are often at a higher cost than VET programs within the College (for example $200 - $500). Students who select an external VET program will not be able to participate in ACC Sport at the College. VET programs that may be accessed outside of the College include:

| VET Automotive (Technology Studies) Certificate II | Chisholm Institute of TAFE
| | Holmesglen Institute of TAFE
| | (Moorabbin Campus)

| VET Building & Construction Certificate II | Chisholm Institute of TAFE
| | Box Hill Institute of TAFE

| VET Community Services, Certificate II | Chisholm Institute of TAFE
| | Holmesglen Institute of TAFE
| | (Waverley Campus)

| Electrical, Certificate II in Electro-technology | Chisholm Institute of TAFE
| | Holmesglen Institute of TAFE
| | (Moorabbin Campus)

| VET Horticulture, Certificate II | Chisholm Institute of TAFE
| | Holmesglen Institute of TAFE
| | (Waverley Campus)

Students MUST complete the VCAL Application form available from your Coordinator or Mr Johnson. More information is available for each of these courses from the VCAL Coordinator, Ms Johnson.

Acceptance into these external programs is at the discretion of the TAFE Institute offering the course. In some instances, students will also be required to pay for materials and appropriate footwear and clothing.
Mazenod College, in conjunction with Monash University, offers university studies in Biology, Mathematics and History/Politics. All of these three can be studied here at Mazenod College. This is an approved ‘extension’ program.

Normally students enrolling in University studies will have demonstrated outstanding achievement in Year 11 and will have a VCE study score of 41 or more in a preparatory 3/4 subject. A student may also be selected on the basis of the Rector’s evaluation of the student’s Year 11 performance. The student must be judged to be an excellent student.

**Benefits**

Students are provided with intellectual challenges that:

- May not be otherwise available in the normal Year 12 program.
- The university study is included in the calculation of the student’s Equivalent Tertiary Entrance Rank (ENTER). If the student successfully completes the program, the university study will count as the student’s sixth VCE study. However, unlike a sixth VCE study where 10% of the student’s result (out of a possible score of 50) is added to their aggregate, students who have successfully completed university study have either 4, 5 or 5.5 added to their aggregate.
- Students who have successfully completed enhancement studies will be placed in a special category by VTAC to highlight to the selection officers that they have undertaken tertiary level studies in addition to their VCE.
- Students also receive credit for a University degree course for which that study forms a part. It should be noted, however, that some courses are so structured that credit can only be awarded for a limited range of studies. Credit may be transferred to similar courses at other Universities.

**Should I take on an Enhancement Study?**

Deciding to take on enhancement study is a decision you should make with your school and your parents. You would need to be achieving extremely well across all your VCE studies.

<table>
<thead>
<tr>
<th>University study offered</th>
<th>VCE Preparatory study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Mathematical Methods AND Specialist Mathematics</td>
</tr>
<tr>
<td>Australian History/Politics</td>
<td>History 3&amp;4</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology 3&amp;4</td>
</tr>
</tbody>
</table>

* Other Enhancement Studies available on request.

**Cost**

These enhancement studies are University subjects on top of the VCE program. Monash University has an Enrolment Fee of approximately $450 per semester or $900 for the whole year for Enhancement subjects.

This fee includes University teaching, teaching undertaken by school staff, course materials, assignment assessments and examination, organisation and marking.

**How to apply:** Please see Mr Tranter for Information

Students who wish to participate and who have their school’s permission need to complete the Monash University Enhancement Studies Program Application Form, have the relevant sections completed by the school and return it with a cheque for $60 made payable to Monash University. This payment will be deducted from the first semester enrolment fee and will be refunded if application is unsuccessful.
Some subjects in Year 11 may be combined together as two single units, depending on student choice.

Some subjects may not be run, depending on student numbers.

Criteria will be used to determine places in a subject should more students apply than can be accommodated – see the Mazenod Course Guide.

### YEAR 11

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>Program Units</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Or Literature Or English Language Unit 1</td>
<td>Religious Education Unit 3</td>
<td></td>
</tr>
<tr>
<td>English Or Literature Or English Language Unit 2</td>
<td>Religious Education Unit 4</td>
<td></td>
</tr>
</tbody>
</table>

### YEAR 12

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>Program Units</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Or Literature Or English Language Unit 3</td>
<td>Religious Education Seminar Days</td>
<td></td>
</tr>
<tr>
<td>English Or Literature Or English Language Unit 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Must include at least 3 sequences of level 3 and 4 units.
• This is a one year (Year 11) course only.

YEAR 11

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>Other Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation English</td>
<td></td>
</tr>
<tr>
<td>Unit 1</td>
<td>Mazenod VET:</td>
</tr>
<tr>
<td>Religion &amp; Society</td>
<td>TAFE VET:</td>
</tr>
<tr>
<td>VCE Unit 1</td>
<td></td>
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<tr>
<td>Foundation Maths</td>
<td></td>
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<tr>
<td>Unit 1</td>
<td></td>
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<tr>
<td>VCAL: Work Related</td>
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<tr>
<td>Skills Unit 1</td>
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<tr>
<td>Foundation English</td>
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<tr>
<td>Unit 2</td>
<td></td>
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<tr>
<td>VCAL: Personal</td>
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<tr>
<td>Development Unit 1</td>
<td></td>
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<tr>
<td>Foundation Maths</td>
<td></td>
</tr>
<tr>
<td>Unit 2</td>
<td></td>
</tr>
<tr>
<td>VCAL: Work Related</td>
<td></td>
</tr>
<tr>
<td>Skills Unit 2</td>
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</tbody>
</table>

Other Subjects:

Students must choose one other Mazenod subject, usually a VET subject.

Students may choose one of these Mazenod VET subjects available (only 1 of these 4 can be chosen):

• VET Small Business
• VET Engineering
• VET Furnishing
• VET Sport & Recreation

Students must choose one of the TAFE VET subjects available:

• VET Automotive
• VET Building & Construction
• VET Community Services
• VET Electrical
• VET Horticulture
• VET Hospitality
  … others on application