Enrolment Handbook

Students in schools

2013
Closing dates for 2013 VCE applications are:

Semester 1: VCE Units 1, 2, 3 & 4, Friday 15th February 2013

Semester 2: VCE Units 1 and 2 only, Friday 28th June 2013

- When enrolling, be mindful that the actual course for the VCE starts on Monday 11th of February 2013 for Semester 1.
- For Semester 2 VCE commences on Monday 17th June 2013.

Enrolments outside of these dates can only occur after negotiation with the VCE Year Coordinator.
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Enrolment is subject to the Department of Education and Early Childhood Development (DEECD) guidelines and this applies to all Government and Non-Government schools and is only available to Victorian resident students enrolled in Victorian schools only.

How long will my course take?

- DECV courses are designed to match courses in regular school settings. At VCE level, the Victorian Curriculum and Assessment Authority determines the amount of work to be completed and the time it will take.

Eligibility, Costs and Enrolment Guidelines for Government and Non-Government Schools*

* These guidelines apply to all schools unless notified otherwise by their respective regional offices. Those schools contacted by their DEECD office will be able to enrol students in a single subject directly with the DECV without the regional director's approval. However, a student enrolling in more than one subject or in a Year 7-10 subject will still require the regional director's approval.

1. *Any School wanting to enrol their students in a DECV subject will first need to get approval from the Department of Education and Early Childhood Development (DEECD) Regional Director.

2. Once that approval has been received, a copy of the approval or the approval number must be noted or attached to the application form together with the appropriate fees. (See page 4).

3. Schools must fill out all relevant sections of the enrolment application as well as nominating a school supervisor and have the Principal endorse the application. Principals must sign and endorse each application request and students must sign the enrolment agreement otherwise the forms will be returned.

4. The application form is a tax invoice.

ELIGIBILITY

Students in regular schools
Principals in schools may seek to enrol students in years 7–12 distance education courses. Enrolment is subject to:

a) The capacity of DECV to deliver the course.

b) *The school gaining approval from DEECD by demonstrating its inability to provide or make arrangements for the subject/s required. Schools need to consider all possible staffing and timetabling options and present evidence of the process undertaken to their Regional Director.

c) An indication of how the student/s will be supported by the “base school”.

Government and non-Government Schools should submit documentation attesting to (b) and (c) above to the local Regional Director for approval. A copy of the approval letter or approval number must be attached to the application before DECV can accept the enrolment. See next page for details of your nearest regional contact.

Enrolment Procedures

If you have any concerns, please contact the enrolments unit for counselling and guidance. This is a free and confidential service. The enrolment office operates between 9.00 am and 4.00 pm Monday to Friday.

You can contact us on:

Phone:  (03) 8480 0000
Phone:  (1800) 133 511 (toll free within Victoria)
Fax:  (03) 9416 8487
Email: enrol@distance.vic.edu.au

It is preferable that enrolments be made as early as possible, at the start of each year or semester. This is particularly so for VCE studies as there is limited time for completion of work requirements.

Please check the dates for VCE.

Schools Principals should ensure that they:

- Photocopy or download a sufficient quantity of the necessary numbers of the Enrolment Application

- *Apply to the DEECD Regional Director for approval
- Complete and sign all the required declarations
- Forward all monies to cover all fees and post or fax all the applications at one time, including a separate enrolment form for each student (Either fax or post the enrolment forms DO NOT do both)
- Use the current year's forms only.

Applications should be forwarded as soon as possible. Late applications may be rejected and disadvantage students, especially at VCE level.

Other reasons for enrolment

This booklet refers to “School based students” enrolling for individual subjects at the DECV. Students needing to enrol at the DECV on a full time basis due to health reasons, travel or sporting commitments, disciplinary or expulsion procedure should download the appropriate form from our web site at www.distance.vic.edu.au or contact the DECV Enrolment Unit for the appropriate enrolment applications.

Department of Education and Early Childhood Development Regional Offices

Schools seeking approval in more than one VCE subject or enrolling a student in subjects from Years 7-10 will require DEECD Regional approval.

Refer to the list opposite of 2012 postal address and phone numbers of the regional offices of the Department of Education and Early Childhood Development in Victoria. There will be some reorganisation of the DEECD regional offices during 2013. If you are unable to contact your local regional office, call the DECV or go to our web site for the updated information.

The proposed restructure will combine the following offices:

<table>
<thead>
<tr>
<th>Office</th>
<th>Postal address</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Metropolitan Region</td>
<td>Level 3, Whitten Oval</td>
<td>(03) 9291 6500</td>
<td>(03) 9291 6565</td>
</tr>
<tr>
<td>Barwon South Western Region</td>
<td>PO Box 2086, Geelong, Victoria</td>
<td>(03) 5225 1000</td>
<td>(03) 5225 1099</td>
</tr>
<tr>
<td>Grampians Region</td>
<td>109 Armstrong Street North, Ballarat, 3350 Victoria</td>
<td>(03) 5337 8444</td>
<td>(03) 5333 2135</td>
</tr>
<tr>
<td>Eastern Metropolitan Region</td>
<td>Level 3, 295 Springvale Road, Glen Waverley, Victoria 3150</td>
<td>(03) 9265 2400</td>
<td>(03) 9265 2444</td>
</tr>
<tr>
<td>Hume Region</td>
<td>PO Box 403, Benalla, Victoria 3672</td>
<td>(03) 5761 2100</td>
<td>(03) 5762 5039</td>
</tr>
<tr>
<td>Southern Metropolitan Region</td>
<td>P.O. Box 5, Dandenong, 3175 Victoria</td>
<td>(03) 8765 5600</td>
<td>8765 5666</td>
</tr>
<tr>
<td>Gippsland Region</td>
<td>PO Box 381, Moe, Victoria 3825</td>
<td>(03) 5127 0400</td>
<td>(03) 5126 1933</td>
</tr>
<tr>
<td>Northern Metropolitan Region</td>
<td>Locked Bag 2001, Coburg, 3058 Victoria</td>
<td>(03) 9488 9488</td>
<td>(03) 9488 9440</td>
</tr>
<tr>
<td>Loddon Mallee Region</td>
<td>PO Box 442, Bendigo, Victoria 3552</td>
<td>(03) 5440 3111</td>
<td>(03) 5442 5321</td>
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What do the school & student pay?

Students undertaking a combination of school based and distance education studies may need to be counted by their base school as a part-time student consistent with the latest Departmental Guidelines for School Census – Counting Students for Statistical Returns.

Enrolment can be for a semester or for an entire year’s study of a subject(s).

Funding Arrangements for Government Schools

Students undertaking subjects by distance education tuition through the Distance Education Centre Victoria should be counted by their home school as part-time students.

Schools should use the table below to determine and claim the appropriate time fraction (FTE) for students undertaking combinations of units studied at the school and DECV/VSL.

<table>
<thead>
<tr>
<th>VCE Units undertaken at school</th>
<th>6</th>
<th>5</th>
<th>5</th>
<th>4</th>
<th>4</th>
<th>4</th>
<th>3</th>
<th>3</th>
<th>3</th>
<th>2</th>
<th>2</th>
<th>2</th>
<th>2</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Units undertaken at DECV/VSL</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Time fraction FTE for school</td>
<td>1</td>
<td>0.9</td>
<td>0.8</td>
<td>0.9</td>
<td>0.8</td>
<td>0.7</td>
<td>0.8</td>
<td>0.7</td>
<td>0.6</td>
<td>0.6</td>
<td>0.6</td>
<td>0.5</td>
<td>0.4</td>
<td>0.4</td>
<td>0.3</td>
<td>0.3</td>
<td>0.3</td>
<td>0.3</td>
</tr>
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Students in all school years up to and including Year 10 who are undertaking a full school workload (six or more subjects) and studying no more than one subject by distance education will count as full-time at the home school. If any student studies more than one subject by distance education or fewer than six school subjects, that student should be counted part-time at each location with the time fractions shared between the school and DECV according to their workload.

Source: Guidelines for Counting Students for School Census

Funding Arrangements for Non Government Schools

Non Government schools from which students enrol in the DECV will be required to pay a service fee the equivalent of 0.1 FTE ($650) for each subject being undertaken by each student through DECV. In addition, the student is also required to pay a materials charge of $160 per subject. ($810 in total)

The service fee and materials charge is payable with the return of the enrolment form. Cheques should be made payable to the “Distance Education Centre Victoria”. Credit card facilities are also available on the application form.

In summary the 2013 upfront service fee/materials charges will be:

For Government Secondary Schools: Transferred from the School Global Budget, plus $160 per subject ($80 per unit) being the student’s Materials and Service Charge. Total $160.00 per subject including the student’s Materials and Service Charge.

For Non Government Secondary Schools:
- $650 per subject or $325 per unit
- plus $160 per subject ($80 per unit) being the student’s Materials and Service Charge Total $810.00 per subject including the student’s Materials and Service Charge.

It is the responsibility of the School Principal requesting the enrolment to remit the correct fees to DECV with the applications.

* See this Handbook for the Year 7-10 Philosophy subject materials charge.
Online access to course material

It is an expectation that students enrolling at the Distance Education Centre Victoria will have access to the internet. Most subjects require students to access the school online environment to satisfy the subject requirements. Additionally, email is frequently used by students, teachers and parents to communicate about the student’s progress.

Some subjects are exclusively online and if students don’t have access to the internet they should not enrol in those subjects. Please read the “Subject Descriptions” in this booklet to identify those subjects.

Once the students have been enrolled, they will be issued with a DECV student number and password. Students can go to our web site at www.distance.vic.edu.au to access their online courses.

Nominated Supervisor Requirements

It is expected that the base school will support students undertaking study in the distance education mode. This support includes having a teacher assigned to assist them to manage their work.

School-based student workloads

Schools should ensure that the students do not commit themselves to more than an equivalent full course of study through a combination of school-based and distance education.

The DECV requires that all School based students are supervised by a teacher at their home school.

The School Supervisor should ensure:

- prompt distribution of distance education materials to students
- that student work is sent to the DECV regularly according to the timetable supplied
- that the DECV is informed of situations that may affect or have affected a student’s capacity to work
- that students have provision to phone and email their teachers
- that, where possible, there is provision for students to meet with a teacher qualified in the distance education subject
- that students are aware of available local sources of assistance
- that students make regular personal contact with their distance education teacher that student’s parents/guardians are made aware of the student’s progress in DECV subjects

VCE Information

It is the home School’s responsibility to register students for VCE assessment.

Schools are responsible for ensuring that their VASS administrators record accurately those units studied at the DECV. The DECV assessing school number is 01114.

Principals are responsible for ensuring that all enrolment applications meet the requirements of the Enrolment Guidelines. Enrolments outside the guidelines will not be accepted by the DECV.

Schools that are not registered as VCE providers with the Victorian Curriculum and Assessment Authority (VCAA) will need to negotiate with a VCE provider school willing to accept the students as their “Home Student”. The DECV will not accept school-based students as DECV Home school students for VASS purposes.

Closing dates for 2013 VCE applications are:

Semester 1: VCE Units 1, 2, 3 & 4, Friday 15th February 2013
Semester 2: VCE Units 1 and 2 only, Friday 28th June 2013

- When enrolling, be mindful that the actual course for the VCE starts on Monday 11th of February 2013 for Semester 1.
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Enrolments outside of these dates can only occur after negotiation with the VCE Year Coordinator.
Years 7-12
Subject Descriptions
YEAR 7 COURSE OUTLINES

English 1 101 & English 2 111

This is a course brimming with a mixture of activities, to stimulate every English student. The focus is on developing skills such as reading, writing, listening and speaking, by utilising an engaging approach. Each term is based on a different theme and there is a considerable amount of choice in the novel selection for Terms 2, 3 and 4. Students will also participate in activities such as film analysis, research work, imaginative work, creative responses as well as novel analysis. They will also complete a journal, which may be in a reading, writing or film format.

We also offer an alternative program, which provides additional literacy support. The English teacher will advise the students for whom this program is suitable.

Text is required – Check DECV Booklist.

Humanities Inquiry1 104

Humanities Inquiry1 114

In History we are studying the pre historical and ancient period (from 60,000BCE to the end of the ancient period.) We will be looking broadly at the question of why and how things change and the way in which historians work to explain these changes. The Ancient civilizations of Egypt and China will be studied in depth and comparisons will be made with aspects of civilization and change in indigenous Australia. Wherever applicable, we will be also looking at geographical knowledge and understanding relating to this period. Part of this course will be delivered online. Students will be encouraged to conduct their own historical enquiries based on an examination and analysis of sources relating to this period.

A range of activities, such as research, oral and visual presentations are covered in the course so that students can experiment with different ways of learning.

Health & Physical Education 1 110

Health & Physical Education 2 120

Year 7 Health & Physical Education is an interesting and informative learning program that incorporates a peer education model. This learning program aims to develop students’ knowledge, skills and behaviours to enable them to:

- maintain good health and live a healthy lifestyle
- understand the role of physical activity to ensure good health
- engage in physical activity.

Students are encouraged to build positive social relationships with others by working and learning together on an online small group project related to a chosen health topic/issue. Participation in regular physical activity and access to the DECV online learning environment is expected.

Arts Inquiry 1 121 & Arts Inquiry 2 131

Throughout this course we will:
- Explore and respond to a range of artworks.
- Visit local and online art gallery spaces.
- Create and make artworks using a range of media.
- Review and reflect on the artwork we create.
- Keep a visual diary.

These activities are designed to develop skills in drawing, designing, creating and an appreciation of the visual arts.

Mathematics 1 133 & Mathematics 2 143

From Roman numbers to making models. Students will develop skills in using mathematics in a wide range of situations. Topics include fractions and decimals, measurement, graphs, shapes and models, formulae and number paths, mass, volume and capacity. The course also incorporates games, interactives and projects.

Science and Design 1 140

Science and Design 2 150

Have you ever wondered why some places receive flooding rains and others suffer from drought? Have you ever wondered what is in the air you breathe? Why the moon changes its appearance in the sky? Have you ever visited the beach and wondered why some beaches are surrounded by cliffs? Thinking about these questions is scientific inquiry. We will try to answer these questions and more.

We will also investigate how science informs us about our health, community and our environment. Through the design process you will also gain some skills to assist you in everyday life.
Philosophy 1 108 & Philosophy 2 118
108 will be offered in Semester 1 only.
118 will be offered in Semester 2 only.

Year 7/8 Philosophy at the DECV provides students with an opportunity to be part of a community of inquirers, separated by distance, but not by purpose. Students explore age-old philosophic questions. How do we know what is true, real, fair, good? What does it mean to be human? Why are we here? What is a good life? Along with any other philosophically rich questions that occur to the class.

While the great Philosophers may, for inspiration, be referred to from time to time, the emphasis is on the students, who are the ‘great Philosophers’ in this course.

Class activities will necessitate students having a minimum of two hours’ access to the internet per week.

Please note:
- This subject is offered as an extension subject for those students who require an extra challenge.

The total cost for this subject in 2013 is:
- Government school students $100.00*
- Non Government schools $200.00*

*These fees apply for Semesters 1 and/or 2. The fee applies to each individual student and once the course has commenced, a paid fee cannot be applied to another student if a student withdraws from the course for any reason.

YEAR 8 COURSE OUTLINES

English 1 201 English 2 211
This course develops the students’ skills in reading, writing, listening, speaking and interpretation. Students explore short stories, poems, newspaper and magazine articles, film, television, radio scripts; read newspapers, novels, short stories and poetry and present some responses orally. Students are invited to participate in online lessons in this subject.

We also offer an alternative program, which provides additional literacy support. The English teacher will allocate the students for whom this program is suitable.

Text is required – Check DECV Booklist.

Humanities Inquiry1 204
Humanities Inquiry1 214
Students investigate human interaction in contemporary and historical societies with special emphasis on the economic, social, political, geographical and environmental aspects.

Students also investigate how societies changed from the end of the ancient period to the beginning of the modern age with special emphasis on the economic, social, political, geographical and environmental aspects.

In order to satisfactorily complete the course students are expected to respond to text-based questions, analyse data, prepare maps, write short essays and conduct their own enquiry-based research.

Students are also invited to participate in online lessons in this subject.

Arts Inquiry 1 221 & Arts Inquiry 2 231
This course will develop student’s skills in designing and creating art works. They will use a range of art techniques and media in their practical work. An important part of the course is a visual diary which will be used to record ideas, sketches and techniques and record processes as art works develop.

Students will look at design and art principles and art elements such as line, colour, tone, texture, shape and size, in their practical work.

They will also use these design and art elements and principles to analyse, compare and contrast particular art works by international and Australian artists.

Please Note:
Students must have access to the internet as a major component of the Year 8 art course uses an online interactive resource. A printer is also essential.

Mathematics 1 233 & Mathematics 2 243
This course covers the main topics of fractions, decimals and percentages, algebra, measurement, ratio and rate, followed by other topics such linear graphs, linear equations, geometry, statistics & probability. Understanding of terms and concepts is consolidated through revision and application to a variety of tasks.
Skills such as rounding decimals, mixed operations (the BODMAS rule), simplifying fractions and graphing are revised in the topics where they are applied.

Students will need a scientific calculator, protractor, compass and a ruler. Access to a computer is necessary periodically.

Students who start with Distance Education in Semester 2 should enrol in Mathematics 1 unless they have been studying Mathematics at their previous setting.

Science and Design 1 240
Science and Design 2 250

This subject integrates aspects of science and design technology. It provides students with opportunities to build on their skills in the areas of investigation, inquiry and hands on creativity as they research biological, chemical, earth and space and well as physical sciences. In addition students will also explore the nature and development of science as well as its influence and uses, particularly in the development of man-made and natural components. Student explorations and evaluations will include the development of a series of products as part of their investigation. Students can look forward to getting their hands dirty with this subject.

Health & Physical Education 1 210
Health & Physical Education 2 220

Year 8 Health & Physical Education is an interesting and informative learning program that incorporates a peer education model. This learning program aims to develop students’ knowledge, skills and behaviours to enable them to:

- maintain good health and live a healthy lifestyle
- understand the role of physical activity to ensure good health
- engage in physical activity.

Students are encouraged to build positive social relationships with others by working and learning together online in small groups. Participation in regular physical activity and access to the DECV online learning environment is expected.

Philosophy 1 108 & Philosophy 2 118
108 will be offered in Semester 1 only.
118 will be offered in Semester 2 only.

Year 7/8 Philosophy at the DECV provides students with an opportunity to be part of a community of inquirers, separated by distance, but not by purpose. Students explore age-old philosophic questions. How do we know what is true, real, fair, good? What does it mean to be human? Why are we here? What is a good life? Along with any other philosophically rich questions that occur to the class.

While the great Philosophers may, for inspiration, be referred to from time to time, the emphasis is on the students, who are the ‘great Philosophers’ in this course.

Class activities will necessitate students having a minimum of two hours’ access to the internet per week.

Please note:
- This subject is offered as an extension subject for those students who require an extra challenge.

The total cost for this subject in 2013 is:
- Government school students $100.00*
- Non Government schools $200.00*

*These fees apply for Semesters 1 and/or 2. The fee applies to each individual student and once the course has commenced, a paid fee cannot be applied to another student if a student withdraws from the course for any reason.

YEAR 9 COURSE OUTLINE

Arts Inquiry (Core) 323

This course is divided into four modules with four weeks per topic. Students will learn a variety of techniques to help them build on and develop their art skills. They will study the work of a range of traditional and contemporary artists and they will learn to analyse and write about their own art and the art of others. Assessment will be based on completed weekly tasks

Art and Ideas: Topics covered include art and creativity, the art of other cultures, collage, photomontage and street art.
Art and Portraits: Topics covered include black and white portraits, profile portraits, self-portraiture and appropriating portraits.
Art and Observation: Topics covered include drawing from observation, still life drawing and the study of artists who use still life in their work.
Art and Australian Culture: Topics covered include Australian art and identity, art from found objects and contemporary Aboriginal art.

**Art: Investigating Art 324**

In this art elective, students create art works using a range of techniques and processes. Study areas include drawing, multimedia, photography, painting and sculpture.

Topics covered include art and emotion, abstract art, space and form, appropriating art, portraits, observational drawing, self-portraits and contemporary sculpture.

Students will study traditional and contemporary artists and their art works and will learn to use appropriate art language to interpret and describe their art and the art works of others. Assessment will be based on completed weekly tasks.

**Design, Creativity & Technology Materials Strand 331**

If you enjoy designing and creating products then this is the subject for you. You will be led through the stages of the design process as you design, model and create a product from your choice of materials: cardboard, plywood or fabrics and fibres.

You will complete two design tasks. Emphasis is on student input into design. You will research the materials you are using, their environmental impact and their characteristics and properties.

All design work, the making and the finished product is evaluated and improvements suggested.

**Note:** Students need to provide their own materials and equipment.

**Design, Creativity & Technology Food Strand 332**

If you enjoy cooking, then this subject is perfect for you. After completing a compulsory introductory project on the design process to warm up your kitchen, you will then experience a round the world journey of food, starting here, in Australia. You will be taken on a journey that includes Italy, Asia, and Mexico to name a few!!!

**Note:** Students need to provide their own materials. Students who are travelling need to take into account access to ingredients and equipment. All students MUST provide photographic evidence of their work. Internet access is required.

**English Year 9 (Core) 301 & 302**

In Year 9 English students explore a wide range of texts and media in print and electronic form, including imaginative literature, popular fiction and non-fiction, film and other multimedia texts. Students will extend their skills in writing, speaking and listening and there is a particular focus on improving reading skills. This is supported by an extensive list of novels to choose from for the Wider Reading Program.

We also offer an alternative program, which provides additional literacy support. The English teacher will allocate the students for whom this program is suitable.

It is strongly recommended that students have access to recording equipment such as a computer or tape recorder with a microphone (inbuilt or external) and a DVD player.

**Text is required - Check DECV Booklist.**

**Health and PE 3 415 & Health and PE 4 416**

415 will be offered in Semester 1 only.  
416 will be offered in Semester 2 only.

Year 9 Health and Physical Education aims to develop students’ knowledge, skill and behaviours to optimise their potential for good health and wellbeing. The learning program enables students to adopt lifelong healthy, active living by:

- learning about factors that influence the health, well-being and physical activity patterns of individuals, groups and communities
- understanding the role of physical activity to ensure good health
- regularly engaging in physical activity.
- providing appropriate opportunities to practise and apply the knowledge, understanding and skills necessary to maintain and enhance their own and others’ health and wellbeing

Participation in various physical activities on a regular basis is expected of all students in this study.
Humanities Inquiry

In Humanities, you will study human societies and their environments, people and their cultures in the past and the present. You will use research skills, question and analyse a range of data and sources, form conclusions supported by evidence and present your information in a variety of ways.

History: The Making of the Modern World
400 & 401
This subject will be offered all year.
The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power.
The period culminated in World War I 1914-1918, the ‘war to end all wars’.

In addition to an overview of the period, students will have the opportunity to investigate three studies in depth. We begin with the Movements of People with an emphasis on the Industrial Revolution, life for our early convicts and settlers, and the impact that such a rapid influx of people had on indigenous Australians in particular and on the development of Australia generally. In the second semester, we investigate Making a Nation and consider the type of society Australians wanted to create at federation. We will look at it from the perspective of those of European and non-European backgrounds. Finally, we will look at World War 1 and ask the question: What happens when a nation goes to war?

Geography – the water cycle 311
This subject will be offered in Semester 1 only.
Be part of an exciting foray into the world around us.

Through a study of the water cycle as a major natural system, you will encounter water wonders; monsoons in Asia, and tropical cyclones, hurricanes and typhoons in the Tropics and Central America.
Students require access to an up-to-date atlas.

Local Citizen – Can I really make a difference? 403
This subject will be offered in Semester 2 only.
Discover the mysteries of Australian political, government and legal systems.

- Learn about the major political parties.
- Propose possible actions on something about which you feel strongly and want to change.
- Study election processes and how parliament works.

At the end of this unit, you will know how you are able to influence government policy through participation in political parties, elections or membership of interest groups.

You will also cover the skills to become an independent and informed consumer who makes discerning choices. You will be able to manage your personal finances effectively and explain the role and significance of savings and investments for individuals and the economy.

Mathematics 1 343 Mathematics 2 344
Mathematics 2 will be offered in Semester 2 only.
This course covers:

- Space: includes angles, perspective drawing, parts of a circle and shapes and solids.
- Number: includes directed numbers, decimals, fractions, number patterns and relationships, ratios and rates and surds.
- Measurement, chance and data: includes Pythagoras’ theorem, trigonometry, length, area and volume, probability, collecting, summarising, presenting and interpreting data.
- Structure: includes equation solving, factorization, graphing and index laws.
- Working mathematically: includes communicating mathematics, strategies for mathematical investigation, mathematical reasoning and contexts for mathematics.

At the successful completion of this course students can enrol in Year 10 Mathematics.

Students will need to purchase a scientific calculator. Access to the internet is highly recommended.

Students who start with Distance Education in Semester 2 should enrol in Mathematics 1 unless they have been studying Mathematics at their previous setting.
Maths for Living 1 347  
Maths for Living 2 348  
Maths for Living 2 will be offered in Semester 2 only.

The Maths for Living course is an alternative course for students who do not wish to study the more advanced level of Year 9 Mathematics. It covers the basics in Mathematics and is designed to give students a good grounding for future Maths for Living courses.

Students who start with Distance Education in Semester 2 should enrol in Maths for Living 1 unless they have been studying Mathematics at their previous setting.

Media Studies: Getting Started 327  
The course aims to develop student’s awareness of the Media, their skills and knowledge of a range of Media including film, television and print. They will have the opportunity to create their own Media products and respond to a range of media issues. They will explore past, present and new Media.

Media Studies: Let’s Get Technical 328  
Will be offered in Semester 2 only.

The course aims to develop students’ technical skills in Media. They will be using a range of New Media technology such as blogging, video posting, podcasting, animation, mixing sound and digital editing to develop weekly work and also create their own Media product.

It is recommended that you have completed Media Studies: ‘Let’s Get Started’ before enrolling in this subject.

Students enrolling in this subject must have a computer and internet access.

Music: Exploring Music 329  
Students need access to a computer, a CD player, and a method of recording their creative work.

In this course students develop musical skills in the areas of analysing, listening, communicating, recording, editing, and creating.

Students analyse the way music is put together, including the basic music elements, such as rhythm and melody. They learn ways to communicate about music, which can be useful in practical situations such as band rehearsals, or when arranging music. They listen to a wide range of music, including dance music from around the world (such as African and Cuban), and music by Melbourne band Coco’s Lunch. While investigating ways to describe what they hear, students develop a useful musical vocabulary, and explore ideas for their own music.

For their creative work, students learn to use the popular Audacity audio recording and editing program. They record, edit and arrange music for a specific event, applying the skills learnt in other areas of the course.

Music: What’s my Music? 330  
Will be offered in Semester 2 only.

It is not necessary to have completed Exploring Music to undertake this course.

Students need access to a computer, a CD player, and a method of recording their creative work.

In this course students develop musical skills in the areas of analysing, listening, communicating, researching, and creating.

The work is based around the question “what’s my music?” Students focus on the music around them, and the way it influences their own composing. They explore the music in their own life since birth; Australian popular music 1950 – present; and music of Australians with a different cultural heritage. Students learn skills in analysing and describing the music they hear, while investigating the importance of music in our lives.

Using AxidXpress music software program, students create their own music, following specific guidelines. Their final composition will draw upon loops and samples provided, and Australian music they have been studying.

Philosophy: Year 9/10 408 & 409  
408 will be offered in Semester 1 only.  
409 will be offered in Semester 2 only.

Year 9/10 Philosophy provides students with an opportunity to be part of an online community of inquirers, separated by distance, but not by purpose. Students will be introduced to key ideas from a range of great philosophers and will develop their skills of inquiry as they explore age-old philosophical ideas and apply them to their own lives.
The focus of the first semester is 'Relationships'. Our Relationships with family, friends, loved ones, animals, authority, strangers and the environment will be investigated. The big questions, such as 'What is love?', 'Should we submit to social rules?', and 'Do animals have intrinsic value?' will be explored and debated. You will be using knowledge, reasoning and logic to formulate your own ideas and approaches to relationships.

The second semester explores the philosophical idea of 'Meaning'; considering the role of religion, science, art, history and popular culture. Are we free to choose how to live, or must we accept our fate? Can religion, science or reason provide us with meaning? Does contemplating the meaning of death provide a fresh perspective on life? These are some of the questions that students will consider.

Please note:
The Year 9/10 Philosophy is an online course; class activities will necessitate students having a minimum of 2 hours' access to the internet per week. It is vital that an accurate, frequently checked email address is clearly shown in the student's enrolment application.

- Students may choose to complete both semesters of Philosophy, Semester one ‘Relationships’ or Semester two ‘Meaning’.
- This subject is offered as an extension subject for those students who require an extra challenge.

The total cost for this subject in 2013 is:

- Government school students $100.00*
- Non Government schools $200.00*

*These fees apply for Semesters 1 and/or 2.

The fee applies to each individual student and once the course has commenced, a paid fee cannot be applied to another student if a student withdraws from the course for any reason.

Physical, Personal and Social (PPS) Learning 1 411

Will be offered in Semester 2 only

Me & My Community Strand

PPS Learning 1 is a non compulsory unit available to Year 9 students only. This course aims to provide students with the knowledge, skills and behaviours that enable them to achieve a degree of autonomy in developing and maintaining physical, mental, social and emotional health. In particular, PPS Learning 1 examines aspects of physical health and personal development at adolescence. It also promotes a healthy lifestyle and life-long participation in physical activity with a recreation and leisure focus. Students explore active/ passive and adventure activities, issues that affect young people and how they can get help. They visit, research and report on a local recreational facility.

Science

Science at Years 9 aims to develop student’s ability to think scientifically and to make informed decisions about their lifestyles, environment and the kind of society they wish to live in. It also encourages them to continue to develop their curiosity and a spirit of inquiry about the world around them.

Each unit includes practical activities. They require simple equipment with some materials sent out by the DECV. Students may like to purchase a textbook to use as a reference but this course does not require a set text. Science 2 is an online course and students need a computer and regular access to the internet. The topics in Science 2 have been nominated by students.

Science Inquiry 1 355

What's eating you? – Is about how living things relate to each other in food chains, food webs and ecosystems.

It's a matter of substance – Is about the very building blocks of matter, atoms of elements, how they are organised into the Periodic Table, and how they combine to create the substances in our world.

What is your ecological Footprint? – Is about the impact that each of us have on the sustainability of our planet. Renewable and nuclear energy sources are investigated.

On Shaky Ground – Is about the ground we stand on. It includes investigation of geological time and how the geology of the Earth impacts on Humans.

Science Inquiry 2 356

Will be offered in Semester 2 only.

This subject is only offered online and students need regular access to a computer and the internet.

Biodiversity – Students will study and report on an ecosystem near them.

Carbon Trading – Students will follow the current environmental debates around the issue of global warming.

Nanotechnology – What is nanotechnology and what is the science behind the technology?

Disco Science – In this unit students will investigate some of the science involved in creating the disco experience.

And either:
Fire – This unit covers the science of fire, how it is an essential part of the Australian culture and the use of fire daily

Or

Pandemics and Disease – Students will learn all about pandemics and the prevention, treatment and nature of disease.

Visual Communication: Logos and Advertising Practices 325

This subject covers a wide range of visual techniques, instrument drawing, cartoons, computer graphics, advertising and animation, concentrating on introducing and developing skills in the areas of:

- solving design/client problems
- developing skills in computer graphics
- illustration/freehand drawing/instrument drawing
- two and three dimensional drawing methods
- symbols/maps/diagram production
- visual communication in society over a selected period of time

Students will need to:

- produce visual projects and apply appropriate visual skills and techniques
- research/analyse visual communication produced by Australian/overseas designers
- discuss design and production techniques using appropriate terminology
- keep a journal/visual diary online (a blog in Janison).

YEAR 10 COURSE OUTLINE

Arts Inquiry 323

This course is divided into four modules with four weeks per topic. Students will learn a variety of techniques to help them build on and develop their art skills. They will study the work of a range of traditional and contemporary artists and they will learn to analyse and write about their own art and the art of others. Assessment will be based on completed weekly tasks.

Art and Ideas: Topics covered include art and creativity, the art of other cultures, collage, photomontage and street art.
Art and Portraits: Topics covered include black and white portraits, profile portraits, self-portraiture and appropriating portraits.
Art and Observation: Topics covered include drawing from observation, still life drawing and the study of artists who use still life in their work.
Art and Australian Culture: Topics covered include Australian art and identity, art from found objects and contemporary Aboriginal art.

Art: Investigating Art 324

In this art elective, students create art works using a range of techniques and processes. Study areas include drawing, multimedia, photography, painting and sculpture.
Topics covered include art and emotion, abstract art, space and form, appropriating art, portraits, observational drawing, self-portraits and contemporary sculpture.

Students will study traditional and contemporary artists and their art works and will learn to use appropriate art language to interpret and describe their art and the art works of others. Assessment will be based on completed weekly tasks.
History Inquiry: The Modern World and Australia 307
*Will be offered in both Semesters*

In this subject students will explore the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

They will –

- Examine the inter-war period including the Roaring Twenties and the Great Depression
- Analyse continuing efforts post-WWII to achieve lasting peace and security in the world
- Examine the major movements for rights and freedom
- Look at the nature of the Cold War and Australia’s involvement in Cold War and post-Cold War conflicts
- Discover how Australian society was affected by immigration
- Students will have opportunities to conduct research using a range of written and digital, sources including the internet; and display creative and ICT abilities in project activities.

Computer Studies 363

Students are expected to have basic computing skills to be able to complete this course.

This subject is an online course. Students undertaking this subject must have regular access to a computer with an Internet connection and an email address. If you do not have an Internet Provider then please get a “Yahoo” free email account from [http://mail.yahoo.com](http://mail.yahoo.com) which has 1 gigabyte of storage, or you can use Hotmail which has 250Mb + storage.

This Computer subject is based on the Windows XP platform or later. The course is available on CD ROM or on-line at the DECV website.

**Minimum System Requirements:**

- Pentium 3 IBM compatible PC or higher
- 256 meg minimum RAM or greater recommended
- OS: Windows XP

**Minimum software requirements:**

- At least 200 MB of free disk space.
- Win XP, Office 2000 or later (with Access)

If you are unsure of what is required or don’t have the stated system requirements please contact a Computer Studies Teacher. Macintosh computers are not suitable for this course.

Connecting with Your Future 322

Module A What influences my career path?
Module B How do I prepare for my career?
Module C What is the best career for me?
Module D How do I participate successfully in a work environment?

This subject will assist students to:

- explore their own strengths, interests and attitudes, goals, abilities and skills
- understand the importance of Occupational Health and Safety in the workplace
- extend their knowledge on different types of occupations and the education required for them
- explore potential course selections for Years 11 and 12 including VCE, VCAL and VET options
- develop some of the skills required in applying for and researching jobs
- understand the importance of Employability Skills and personal attributes in finding employment
- Investigate and develop Pathways available to them on their way to the world of work.

Students will have the opportunity to do Work Experience if they choose to do so.

Design, Creativity & Technology Materials Strand 331

If you enjoy designing and creating products then this is the subject for you. You will be led through the stages of the design process as you design, model and create a product from your choice of materials: cardboard, plywood, polyethylene, or fabrics and fibres.

You will complete weekly design tasks that contribute to your overall design process folio and a product. Emphasis is on student input into design. You will research the materials you are using, their environmental impact and their characteristics and properties.

Emphasis is on student input into design. You will research the materials you are using, their environmental impact and their characteristics and properties.

All design work, the making and the finished product is evaluated and improvements suggested.
Note: Students need to provide their own materials and equipment.

Design, Creativity & Technology Food Strand 332

If you enjoy cooking, then this subject is perfect for you. After completing a compulsory introductory project on the design process, you will then experience a round the world journey of food, starting here in Australia. You will be taken on a journey that includes Italy, Asia, and Mexico to name a few!!!

Note: Students need to provide their own materials. Students who are travelling need to take into account access to ingredients and equipment. All students MUST provide photographic evidence of their work. Internet access is required.

English Year 10 303 & 304

This course aims to develop clear communication and creative self-expression. Students will study a range of texts and produce a range of written and spoken responses to texts and issues. In addition, throughout the course students will learn to use a range of software and technology.

Texts are required – Check DECV Booklist.

This course will help you to develop your English skills in analytical, persuasive, creative and informative writing. You will examine the graphic novel genre to learn about visual texts, how they work and create meaning. In addition, you will complete a unit of study that centres on the idea of belonging, examining a children’s story in relation to this theme. You will also be studying Aboriginal and Asian texts, and responding to them. You will be given the opportunity to complete an issues based unit of work, which will allow you to examine in great detail persuasive writing, and explore the techniques used to persuade audiences. Throughout the year, you will respond both creatively and analytically to all major texts studied, which will be a combination of a graphic novel, novel, children’s story, newspaper articles and film.

Geography: Exploring our World 312

In this unit students get to know and understand nature through a study of the plants and animals of the biosphere, and complete fieldwork in a local natural area. Students will also explore global patterns of development through a study of hunger, cities and access to computers, and consider the effectiveness of projects and strategies designed to alter these patterns.

Students require access to an up-to-date atlas

Mathematics 3 & 4 345 & 346

This is a comprehensive course catering for students who wish to do further study in VCE Mathematics: Mathematical Methods, Specialist Mathematics, Advanced General Mathematics or Further Maths. It is designed to enable students to develop and apply their mathematical knowledge and skills. The use of technology is an integral part of the course, and as such, students will need access to a graphics calculator. Calculator instructions are based on the TI-nspire CAS and the TI-84+ graphics calculator from Texas Instruments. Access to a spreadsheet package, such as Microsoft Excel, is also desirable. The two units are sequential.

YEAR 10 MATHS FOR LIVING

Please note: Year 10 Maths for Living courses are developed at a lower level than the standard Year 10 Mathematics courses. However, students enrolling in Year 10 Maths for Living should be aware that for mid-year and end of year reports for both subjects (Year 10 Mathematics and Year 10 Maths for Living) will be assessed against the state-wide year 10 Mathematics Standards.

Maths For Living is only available to students who have been recommended by their Support Teacher.

Maths for Living Core 349

This is a comprehensive course that caters for Year 10 students who do not wish to study the regular level of Year 10 Mathematics. It covers the basics in Mathematics and is designed to give students a good grounding for future Maths for Living courses. It is offered in both, Semester 1 and Semester 2. Students who start with Distance Education in Semester 2 and wish to study Maths for living should enrol in this subject unless they have been studying Maths at their previous setting in Semester 1.

Please contact the Year 10 Coordinator to discuss the Maths for Living options if you are not sure.
**Maths for Living – General 350**

350 will be offered in Semester 2 only.

This course aims to develop skills and knowledge in a range of mathematical areas. It covers the VELs strands of:

- Number
- Space
- Measurement and Chance and Data
- Structure
- Working Mathematically

Students who successfully complete this course may enrol in mathematics at year 11.

**Maths for Living – Foundation 352**

352 will be offered in Semester 2 only.

This course is an alternative to the Maths for Living–General course. It comprises a number of modules based around the following themes:

- Money
- Social Issues
- Design and Decoration

This course suits students who do not wish to study mathematics at year 12. Students studying this course can enrol in Foundation Maths at year 11.

**Media Studies: Getting Started 327**

The course aims to develop student’s awareness of the Media, their skills and knowledge of a range of Media including film, television and print. They will have the opportunity to create their own Media products and respond to a range of media issues. They will explore past, present and new Media.

**Media Studies: Let’s Get Technical 328**

328 will be offered in Semester 2 only.

The course aims to develop students’ technical skills in Media. They will be using a range of New Media technology such as blogging, video posting, podcasting, animation, mixing sound and digital editing to develop weekly work and also create their own Media product. It is recommended that you have completed Media Studies: Getting Started before enrolling in this subject.

Students enrolling in this subject must have a computer and internet access.

**Music: Exploring Music 329**

Students need access to a computer (preferably with internet access) and a method of recording their creative work (free software download provided).

In this course students develop musical skills in the areas of analysing, listening, communicating, recording, editing, and creating.

Students analyse the way music is put together, including the basic music elements such as rhythm and melody. They learn ways to communicate about music, which can be useful in practical situations such as band rehearsals, or when arranging music. They listen to a wide range of music, including dance music from around the world (such as African and Cuban), and music by local and international bands and composers. While investigating ways to describe what they hear, students develop a musical vocabulary, and explore ideas for their own music.

For their creative work, students learn to use the popular freeware audio recording and editing program Audacity. They record, edit and arrange music for a specific event, utilising the skills learnt in the course.

**Music: What’s my Music? 330**

330 will be offered in Semester 2 only.

It is not necessary to have completed Exploring Music to undertake this course.

Students need access to a computer and a method of recording their creative work.

In this course students develop musical skills in the areas of analysing, listening, communicating, researching, and creating.

The work is based around the question “what’s my music?” Students focus on the music around them, and the way it influences their own composing. They explore the music in their own life since birth; Australian popular music 1950 – present; and music of Australians with a different cultural heritage. Students learn skills in analysing and describing the music they hear, while investigating the importance of music in our lives.
Using AxidXpress music software program, students create their own music, following specific guidelines. Their final composition will draw upon loops and samples provided, and Australian music they have been studying.

Philosophy: Year 9/10 408 & 409

408 will be offered in Semester 1 only.
409 will be offered in Semester 2 only.

Year 9/10 Philosophy provides students with an opportunity to be part of an online community of inquirers, separated by distance, but not by purpose. Students will be introduced to key ideas from a range of great philosophers and will develop their skills of inquiry as they explore age-old philosophical ideas and apply them to their own lives.

The focus of the first semester is 'Relationships'. Our Relationships with family, friends, loved ones, animals, authority, strangers and the environment will be investigated. The big questions, such as 'What is love?', 'Should we submit to social rules?', and 'Do animals have intrinsic value?' will be explored and debated. You will be using knowledge, reasoning and logic to formulate your own ideas and approaches to relationships.

The second semester explores the philosophical idea of 'Meaning'; considering the role of religion, science, art, history and popular culture. Are we free to choose how to live, or must we accept our fate? Can religion, science or reason provide us with meaning? Does contemplating the meaning of death provide a fresh perspective on life? These are some of the questions that students will consider.

Please note:
The Year 9/10 Philosophy is an online course; class activities will necessitate students having a minimum of 2 hours' access to the internet per week. It is vital that an accurate, frequently checked email address is clearly shown in the student's enrolment application.

- Students may choose to complete both semesters of Philosophy, Semester one 'Relationships' or Semester two 'Meaning'.
- This subject is offered as an extension subject for those students who require an extra challenge.

The total cost for this subject in 2013 is:

- Government school students $100.00*
- Non Government schools $200.00*

*These fees apply for Semesters 1 and/or 2. The fee applies to each individual student and once the course has commenced, a paid fee cannot be applied to another student if a student withdraws from the course for any reason.

Health and PE 3 417 & Health and PE 4 418

417 will be offered in Semester 1 only.
418 will be offered in Semester 2 only.

Physical Education: You will develop your own training program to help you meet a personal fitness goal. The learning intention is to increase the amount of physical activity you do by participating in activities of your choice by using local facilities. You will also have the opportunity to use a range of Apps and other technologies to help you increase your participation in physical activity, hopefully for a lifetime!

Health: You will focus on issues that you may be presented with throughout youth and your journey into young adulthood. These include cyber safety, values, mental health, risk taking behaviours, and understanding drug use and its effects on individuals and communities.

You will also investigate a range of strategies and support services that youth can access for assistance in dealing with these issues. In some modules you will create an avatar and work in the Teen Second Life website. You will also contribute to online discussions on a range of issues.

For these reasons you MUST have Internet access for this course.

Psychology 342

Will be offered in both, Semester 1 and 2.

Psychology is the study of human and animal behaviour and covers what people do; their thoughts, feelings, memories and reasoning processes; and also the biological functions of their body.

This course provides an introduction to some of the methods and concepts used in the study of psychology focussing on ways in which people working in the area of psychology can investigate, in a scientific manner, the world in which we live.

Areas that will be covered include the brain, learning and thinking, social behaviour, and environmental and developmental psychology.

Science Year 10 357 & 358

357 will be offered in Semester 1 only.
358 will be offered in Semester 2 only.

Year 10 Science aims to develop student’s ability to think scientifically and to make informed decisions about their lifestyles, environment and the kind of society they wish to live in. Each unit includes practical activities. They require simple equipment with some materials sent out by the
DECV and access to a computer and internet. This course does not require a set text.

In Science 3 students investigate the following main ideas: The transmission of heritable characteristics from one generation to the next involves DNA and genes. The atomic structure and properties of elements are used to organise them in the Periodic Table. The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin the universe. The motion of objects can be described and predicted using the laws of physics.

In Science 4 students investigate the following main ideas: The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence. Different types of chemical reactions are used to produce a range of products and can occur at different rates. Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere. Energy conservation in a system can be explained by describing energy transfers and transformations.

U 2 Can B a Global Citizen 321
321 will be offered in Semester 2 only.

Make Poverty History .... Bono’s not the only one that can make a difference!

R U Making A Difference? Are you a global citizen? This elective allows you to discover the answers to these questions. You will explore the issues surrounding poverty in a country of your choice and be given the opportunity to actually do something about the situation. You can present your findings in a variety of ways such as: writing a song, creating a poem, developing a Photo Story or PowerPoint or writing a letter to the Prime Minister.

Economics and Civics for Year 10 like never before!
No text required

Visual Communication: Logos and Advertising 325

This subject covers a wide range of visual techniques, instrument drawing, computer graphics, advertising, concentrating on introducing and developing skills in the areas of:
- solving design/client problems
- developing skills in computer graphics
- illustration/freehand
- drawing/instrument drawing
- two and three dimensional drawing methods
- symbols/maps/diagram production
- visual communication in society over a selected period of time.

Students will need to:
- produce visual projects and apply appropriate visual skills and techniques
- research/analyse visual communication made by Australian/overseas designers
- discuss design and production techniques using appropriate terminology
- use computer programs.

Visual Communication: Products and Promotions 326
326 will be offered in Semester 2 only.

In this course students will solve a range of design problems for CD and package design. Real world design briefs will be provided so that students can develop their skills in researching for ideas and information, developing design options through the creative application of the design elements and design principles, using a variety of methods, media and materials and finally solving problems through the production of a finished CD design and package design.

Students will develop skills in the areas of
- computer graphics
- illustration/freehand drawing
- two and three dimensional instrument drawing methods
- package assembly

Students will need to:
- produce visual projects and apply appropriate visual skills and techniques
- research/analyse visual communication produced by Australian/overseas designers
- discuss design and production techniques using appropriate terminology
- keep a journal/visual diary online/blog.

Visual Communication: Products and Promotions 326
326 will be offered in Semester 2 only.

In this course students will solve a range of design problems for CD and package design. Real world design briefs will be provided so that students can develop their skills in researching for ideas and information, developing design options through the creative application of the design elements and design principles, using a variety of methods, media and materials and finally solving problems through the production of a finished CD design and package design.

Students will develop skills in the areas of
- computer graphics
- illustration/freehand drawing
- two and three dimensional instrument drawing methods
- package assembly

Students will need to:
- produce visual projects and apply appropriate visual skills and techniques
- research/analyse visual communication produced by Australian/overseas designers
- discuss design and production techniques using appropriate terminology
- keep a journal/visual diary online/blog.

VCAL Unit Descriptions

Personal Development Skills Strand

PDS 011 Personal Development Skills (Foundation) Unit 1 Healthy Lifestyle 572

Available in semester 1 and 2

The theme of this Personal Development Skills unit is to promote an understanding of what
health really is, identify factors that impact on our health and what we can do to improve our health and lifestyle. It focuses on the four components of personal health, as well as environmental health. Two key aspects of this unit involve students developing and working towards their own personal health goal and being actively involved in a team or group.

PDS 012 Personal Development Skills (Foundation) Unit 2 Community Involvement 772

Available in semester 2 only

Students will focus on the development of knowledge, skills and attributes through participation in practical experiences within the community. Students are required to apply these skills to a relevant community, social or civic goal, and will be introduced to problem solving skills as well as skills for planning, organising and working in teams.

PDS 021 Personal Development Skills (Intermediate) Unit 1 Personal Finance 574

NB – this credit must be completed as part of a VCAL Intermediate Award

Available in semester 1 and 2.

Students will undertake a range of activities to ensure they have the basic skills, knowledge and tools to participate in the financial structures of our community. Once these are in place, they will have the opportunity to negotiate an activity related to achieving a financial goal. Students have a choice of topics such as buying a mobile phone, planning a holiday, gaining a Learner’s Permit to drive a car, buying a car, moving out of home and setting up a flat or house, or, another financial goal negotiated with their teacher.

PDS 031 Personal Development Skills (Senior) Unit 1 Community Connection 672

NB – this credit must be completed as part of a VCAL Senior Award

Available in semester 1 and 2.

The purpose of this unit is to focus on the development of organizational and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

The focus of this unit will be on Personal Development through linkages of activities within the community in which the student lives and works.

In order to satisfactorily complete this unit, the student will need to satisfy all 5 outcomes. The student will also need to gather evidence and/or demonstrate competence in relation to each outcome.

There is no specific curriculum content for this unit. The student will need to discuss and negotiate the activity or activities and the gathering of relevant evidence with their teacher.

Work Related Skills Strand

WRS 011 Work Related Skills (Foundation) Unit 1 Work Readiness 576

Available in semester 1 and 2.

The theme of this VCAL Unit is ‘Work Readiness’. A significant portion of this unit is devoted to Occupational Health and Safety (OHS) in the workplace. Other activities include an investigation of a career pathway in a workplace or industry. Students will also prepare a Resume in preparation for other VCAL work-based activities or to assist them in moving into the workforce.

WRS 022 Work Related Skills Intermediate Unit 2 Advanced Work Placement 777

Available in semester 1 and 2.

The theme of this VCAL Unit is ‘Advanced Work Placement’. Students are expected to organise a work placement (structured workplace learning) of approximately 70 hours to take place at a suitable time during the semester. It is essential that students negotiate with their DECV teacher on the type of placement they intend to organise to ensure it meets the requirements of the VCAL program. Students who are employed on a part-time basis may be able to use this time towards this unit. Again, they will need to discuss this arrangement with their DECV teacher to ensure it meets the requirements of the VCAL program.

As this is an Intermediate Level credit, the work placement is expected to be conducted under supervision but with a reasonable amount of autonomy in relation to planning and work activities.
Students who have not successfully completed Work Related Skills Foundation Unit 1, must complete an accredited Occupational Health and Safety (OHS) module as part of Work Related Skills Intermediate Unit 2.

**VCE UNITS 1-4**

**Accounting**

VCE Accounting, focuses on the financial recording, reporting and decision-making processes of a small business. Students will study both theoretical and practical aspects of accounting. Financial data and information will be collected, recorded and reported using both manual and information and communication technology (ICT) methods. Each Unit of VCE Accounting includes outcomes that require the use of ICT by students. Course materials are available from the DECV online site and students are able to submit work electronically. Seminars are held during the year, and students are encouraged to visit the DECV at any time if they require assistance from their teacher. Units 3 and 4 are designed to be taken as a sequence.

**Accounting Unit 1 520 AC011**

**Establishing and operating a service business**

5-6 hours per week

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording of financial data and reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit.

Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

**Access to a computer and the Internet is required to complete the weekly work in this Unit.**

Text is required – Check DECV Booklist.

**Accounting Unit 2 720 AC022**

**Accounting for a trading business**

5-6 hours per week

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of a business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

**Access to a computer and the Internet is required to complete the weekly work in this Unit.**

Text is required – Check DECV Booklist.

**Accounting Unit 3 620 AC033**

**Recording and reporting for a trading business**

6-8 hours per week

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. The perpetual method of stock recording with the First In, First Out, (FIFO) method is used. The accounting procedures developed in each area of study will incorporate the application of accounting principles and the qualitative characteristics of accounting information, where appropriate. At least one Outcome in Unit 3 will need to be completed using Information and Communication Technologies (ICT).

**Text is required – Check DECV Booklist.**
Accounting Unit 4  820 AC034
Control and analysis of business performance
6-8 hours per week

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. Students learn about the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, financial performance and financial position. In this unit students interpret accounting information from accounting reports and graphical representations, analyse the results in order to suggest strategies to the owner. At least one Outcome in Unit 4 will need to be completed using Information and Communication Technologies (ICT).

Text is required – Check DECV Booklist.

Art Unit 3  629 AR033
6-8 hours per week

This unit focuses on research, analysis, interpretation, comparison and contrast of artworks produced before and since 1970, through the application of relevant Analytical Frameworks that provide interpretation to the meaning and messages in artworks. Students produce a body of work with at least one finished artwork, by applying Analytical Frameworks, exploring personal ideas and concepts through conceptual and practical investigations.

Art Unit 4  829 AR034
6-8 hours per week

This unit focuses on discussing and debating of art issues using selected artworks supported by commentaries and Analytical Frameworks. Students continue to develop and refine a body of work from the directions explored in Unit 3, leading to at least one finished artwork, while documenting, thinking and working practices; reflecting exploration, experimentation and skill.

Art Unit 1  529 AR011
5-6 hours per week

This unit has two areas of study: Art and Meaning and Artmaking and Personal Meaning. Students will analyse and interpret a variety of artworks using Formal and Personal Frameworks. Students will also present visual creative responses that demonstrate their personal interests through trialling techniques, materials and processes. They will also reflect upon and analyse their own art making. Visual diary and folio work is a major component of assessment for the course along with a number of school assessed tasks.

Art Unit 2  729 AR022
5-6 hours per week

This unit provides students with further art practice in various media, developing areas of personal interest. It encourages artistic development through the exploration of materials, techniques and working methods within art form(s) and/or media. In addition to analysing artworks with Formal and Personal Frameworks, Cultural Frameworks will also be introduced. Visual diary and folio work is a major component of assessment for the course along with a number of school assessed tasks.

No text for Units 1 and 2.

Australian Politics Unit 3  613 PS033
6-8 hours per week

This unit is called Evaluating Australian Democracy. In Outcome 1, students examine the merits and shortcomings of the Australian political system in relation to democratic values and principles. They consider the system of voting and elections and analyse ongoing debates, including the pre-selection of candidates, and the operation of the preferential voting system. Students explore the effectiveness of the Commonwealth Parliament as a legislative and representative body, as well as the role of the parliament holding the executive government accountable for its actions and policies. They also consider the role of the Australian political system in protecting the basic democratic rights and freedoms of individuals and groups. In Outcome 2, students look at how Australian democracy compares with other democracies – especially US democracy. Does the Australian system of voting better reflect key democratic principles than the system used in the USA? Is the Commonwealth Parliament more representative of Australian society than US Congress?

Text is required – Check DECV Booklist.
Australian Politics Unit 4  813 PS034
6-8 hours per week

Unit 4: Australian public policy
This unit focuses on Australian federal public policy formulation and implementation. During the formulation stage of many public policies, the government is subject to pressures from competing stakeholders and interests. As the government responds to these influences and pressures, policy proposals are often subject to change and compromise. Students investigate the complexities the government faces in putting public policy into operation.

Area of Study 1 examines domestic policy, that which is largely concerned with Australian society and affecting people living in Australia. Students investigate a contemporary Australian domestic policy issue and consider the policy response of the Australian government to that issue. They analyse the major influences on the formulation of the policy and the factors affecting the success of its implementation.

In Area of Study 2, students consider contemporary Australian foreign policy. As it deals with Australia's broad national interests, foreign policy may be less subject to the pressures and interests of competing stakeholders. Students examine the major objectives and instruments of contemporary Australian foreign policy and the key challenges facing contemporary Australian foreign policy.

Text is required – Check DECV Booklist.

Biology Unit 1  548 BI011
5-6 hours per week

This unit examines the basic building block of life - the cell - as the structural and functional unit of the whole organism. Students undertake practical investigations into the structure, composition and function of plant and animal cells, including cell growth and replication. The processes that maintain life are examined in a range of organisms with particular focus on the relationship between features of organisms and how they meet their requirements for life. Students will undertake a variety of activities, including practical work, to investigate the internal functioning of body systems such as the digestive, circulatory, excretory and reproductive systems.

Text is required – Check DECV Booklist.

Note: In Unit 1 students may require access to laboratory facilities for certain activities.

Biology Unit 2  748 BI022
5-6 hours per week

This unit examines the rich diversity of Australian ecosystems where students study the relationships between living things and their environment. Students investigate the structural, physiological and behavioural adaptations of organisms that enable them to exploit the resources of their particular habitats. Students conduct and report on a field investigation related to the interactions between living things and their environment, and investigate how ecosystems change over time due to human activities.

Text is required – Check DECV Booklist.

Biology Unit 3  648 BI033
6-8 hours per week

This unit focuses on: the molecules and biochemical processes that are indicators of life; the universality of DNA and investigate its structure; the role of proteins in cell functioning; advances in and applications of, proteomics and investigate how cells communicate with each other at a molecular level in regulating cellular activities; the technological advances that have contributed to our knowledge and understanding of molecular biology; cell structure and function, the needs of cells and their activities.

Students require access to laboratory facilities to complete this unit satisfactorily. If you are unable to use a laboratory at your school or workplace you will need to attend the DECV laboratory in Thornbury on a designated day in semester 1.

Text is required – Check DECV Booklist.

It is strongly recommended that Units 1 and 2 Biology have been completed before undertaking study in Units 3 and 4 Biology.

Biology Unit 4  848 BI034
6-8 hours per week

This unit focuses on: evidence of life forms over time; the universality of DNA; conservation of genes as evidence for ancestral lines of life that have given rise to the present biodiversity of our planet; how the study of molecular genetics has expanded into genomics and how genes are transmitted from generation to generation; interrelationships between biological and technological evolution; developments in bioinformatics; technologies that can change the genetic composition of individual organisms and species, including humans; issues related to the
use of new technologies in genetics and consider their implications from a variety of perspectives.

*Text is required – Check DECV Booklist.*
*Same text as Unit 1*

It is strongly recommended that Units 1 and 2 Biology have been completed before undertaking study in Units 3 and 4 Biology.

**Business Management Unit 1** 521 BM011
Small business management
**5-6 hours per week**

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

*Text is required – Check DECV Booklist.*

**Business Management Unit 2** 721 BM022
Communication and management
**5-6 hours per week**

This Unit focuses on the importance of effective communication in achieving business objectives. It includes internal and external business communication, with special attention to the functions of marketing and public relations. Students develop knowledge of fundamental aspects of business communication. They are also introduced to skills related to the effective use of communication in different business contexts.

*Text is required – Check DECV Booklist.*

**Business Management Unit 3** 621 BM033
Corporate Management
**6-8 hours per week**

In this unit students investigate how large-scale organisations operate. Students examine the context in which they conduct their businesses, 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.

*Text is required - Check the DECV Booklist.*

**Chemistry Unit 1** 551 CH011
**5-6 hours per week**

In this Unit we examine the origins of chemistry by investigating the structure of atoms and the discoveries which led the way elements are organised in the Periodic table. We also study the uses of materials in everyday life and the theories of chemical bonding that we use to explain the different properties of these materials. There is an introduction to writing balanced chemical equations, and performing calculations. Activities include practical work and investigations, including an experimental investigation or a summary report as well as a choice of a media response, data analysis or multimedia presentation.

Students require access to laboratory facilities to complete this unit satisfactorily.

*Text is required – Check DECV Booklist.*

**Chemistry Unit 2** 751 CH022
**5-6 hours per week**

In this Unit we study the chemistry of acids, bases, gases of the atmosphere and corrosion, with everyday examples of where they occur. We look at the properties of water, its importance in supporting life, and its use as a medium for many chemical reactions. Students are encouraged to
use the chemistry studied to evaluate the environmental impact of human activity. There is an emphasis on writing balanced chemical equations, and performing calculations. Activities include practical work and investigations, including an experimental investigation or a summary report as well as a choice of a media response, data analysis or multimedia presentation.

Students require access to laboratory facilities to complete this unit satisfactorily.

*Text is required – Check DECV Booklist.*

Chemistry Unit 3 651 CH033

8 hours per week

In this unit students use a variety of analytical techniques to analyse products in the laboratory. Students conduct volumetric and gravimetric analyses, as well as instrumental analytical techniques. Students also investigate organic reaction pathways and the role of organic chemicals in the development of medicines.

All areas of study in this unit involve the use of the language and symbols of chemistry, chemical formulas and equations, the design and performance of experiments, as well as collection and evaluation of experimental data.

Access to a laboratory at your school, or the DECV is essential for completing the compulsory practical work. If you are unable to use a laboratory at your school or workplace you will need to attend the DECV laboratory in Thornbury on one designated day in each of term’s 1 and 2.

Students choosing this course must have access to a scientific calculator.

*The same text as for Unit 3.*

Classical Studies Unit 3 609 CS033

6-8 hours per week

This study is an introduction to the intellectual and material culture of Classical Greece. The unit begins with a four week course in the socio-historical background to the classical period. We cover the history of Greece up to 399 BCE with the main focus on Athens in the period from 508 BCE to 399 BCE.

Then we study the prescribed texts which are Greek works in translation and include some of the most enduring and influential texts in our civilisation. In 2012 we will begin with Book 16 of Homer’s epic poem, *The Iliad*. Book 16 is set in the legendary Trojan War, with battlefield slaughter vividly described. This important book is a turning point in the narrative because in it Zeus sits idly by knowing his son Sarpedon will be killed and Achilles’ friend Patroclus is also killed. Zeus knows that the death of Patroclus will force Achilles to fight for the Greeks. This will allow Zeus to fulfil his promise to Achilles’ mother, Thetis, to give glory to Achilles. Students engage with ideas concerning the nature of war, fate and heroism. They evaluate the techniques used to present these ideas and how the work relates to the socio-historical context.

Next comes a comparative study of two tragedies, Aeschylus’ *Agamemnon* and Euripides’ *Medea*, works dealing with betrayal and justice, revenge, the gods and fate. *Agamemnon* deals with the return of Agamemnon from the Trojan War and his murder at the hands of his wife, Clytaemnestra. *Medea* also tells a tale of murderous revenge.
There are two SACs; one is an analysis of a passage from *The Iliad* Book 16 and the other is a comparative essay based on *Agamemnon* and *Medea*.

Copies of all texts are supplied.

**Classical Studies  Unit 4  809 CS034  6-8 hours per week**

Unit 4 continues the investigation of ancient Greek culture through study of the Greek legacy. It has a similar structure to Unit 3, but without the four-week course in Greek history.

The prescribed text for individual study is Plato’s *Apology*, an account of the defence given by Socrates at his trial for impiety and corruption of the young in 399 BCE. This work focuses on Socrates himself, his work, his beliefs and his refusal to compromise.

The comparative texts are Book 11 of Homer’s epic poem *The Odyssey* and Aristophanes’ *Frogs*. In Book 11 of *The Odyssey*, Odysseus makes a perilous journey to the underworld to find out how to get home to Ithaca from the spirit of the prophet, Tiresias. He learns what he needs to know but he also discovers what the dead can teach the living.

Aristophanes’ *Frogs* is a comedy written as Athens was sliding into defeat in the Peloponnesian War. Dionysus travels to the underworld to bring back a saviour for the beleaguered city. His experience is very different from Odysseus’. This satirical picture of the afterlife makes an interesting comparison with Homer’s description in *The Odyssey*.

There are two SACs; one is an analysis of a passage from Plato’s *Apology* and the other is a comparative essay based on *The Odyssey* Book 11 and *Frogs*.

Copies of all texts are supplied.

**Dance Units 1-4 Requirements**

**Enrolment Prerequisites**

- 3-4 years dance experience recommended.
- Enrolment with dance school studio/teacher is mandatory across all Units in order to complete the participation in technique class aspect of each unit.
- Dance instruction must be for a minimum of 1.5 hours per week with studio teacher. Further technique classes and VCE theory classes beyond 1.5 hours are optional.
- Students are required to come to Melbourne for workshops and performance assessments.

The Pre-enrolment form for Dance is located at the back of this handbook or is available online or from the DECV enrolment office.

All Units offer VCE Dance through a program of study incorporating dance technique with a studio teacher and Distance Education dance teachers providing course study book, AV resources, workshops and assessment.

Any style of dance technique may be practised with studio teacher within safe dance practice.

See booklist for required and recommended texts.

**Dance Unit 1  528 DA011  5-6 hours per week**

In this Unit students learn about Safe Dance practices through the study of physiology for dancers. They create their own expressive solo/group dance work and document the process. They also create structured improvisations and learn to document their own and others expressive dance-making techniques and ideas using VCE dance terminology. They discuss cultural influences on their own backgrounds, and the impact on their dance making. They learn, perform and analyse a solo/group dance work made by another choreographer.

Text is required – Check DECV Booklist.

**Dance Unit 2  728 DA022  5-6 hours per week**

In Unit 2 students expand their dance-making processes, analytical skills and movement vocabulary through improvisation and the exploration of the elements of movement – time, space and energy. They compose and perform a solo dance work, perform and analyse a learnt group dance, and analyse different dance traditions, styles and works. All dance works are analysed using VCE dance terminology.

**Dance Unit 3  628 DA033  5-6 hours per week**

This unit requires students to focus on the development of technical complexity and the demonstration of skill through safe dance practices in their own dance making. They will
interpret, perform and analyse a group dance work choreographed by their DECV Dance teacher at the first workshop held in 2013. Students will analyse the cultural influences and the expressive use of phrases and sections in two prescribed solo dance works from the twentieth or twenty-first centuries. Prescribed works supplied by Distance Education on DVD.

Text is required – Check DECV Booklist.

Dance Unit 4  828 DA034
5-6 hours per week

This unit enables students to focus on spatial organisation and performance skills when composing and documenting a unified solo dance work. Students refine their compositional skills by exploring ways in which the intention of the dance maker can be expressed through spatial design. This process is informed through analysis of the cultural influences and the expressive use of spatial organisation and group structures in one prescribed group dance work from the twentieth or twenty-first centuries. Prescribed works supplied by Distance Education on DVD.

Product Design and Technology
Unit 1  562 DT011 Unit 2  762 DT022
6-8 hours per week

Tuition in materials is not provided; students need access to a suitable workshop and supervision if working in wood or metal. Students can also work in textiles. Students are expected to purchase their own materials.

The Product Design and Technology study takes students through the design process. It is a study of materials and design and production procedures.

Unit 1: Product re-design and sustainability:
Students write a design brief for re-designing a product with at least three significant points of difference (e.g. quality, function, material or style modification), with one of the points being an improvement in the product’s sustainability, while maintaining its primary function. They learn about Intellectual Property, how it is protected in Australia and how to acknowledge it. They examine sustainability practices by designers and learn about characteristics and properties of materials.

Unit 2: Collaborative design: Students work in a design team to generate a group design brief. They learn about human-centred design factors and investigate a particular historical or cultural style or movement to inspire their work. They work through the design process collaboratively, but each undertakes individual design, planning and production activities. They learn to communicate with others throughout. The teacher will assist in establishing the teams, the mix of individual and group work required and the most convenient methods for team members to communicate.

Please Note: Due to the mandatory collaborative nature of Unit 2 students enrolling must have an email address, access to email and internet facilities. Phone contact is also highly recommended.

Product Design and Technology
Unit 3  662 DT033 Unit 4  862 DT034
6-8 hours per week

Unit 3: Applying the Product design process
Unit 4: Product development and evaluation
Choice of materials:
Wood, metal, plastic, fibres/yarns/fabrics. Tuition in these materials is not provided. For wood, metal or plastics, students need access to a suitable workshop with all safety equipment and supervision. Students are expected to purchase their own materials.

Students need a client or specified end-user for their major project (SAT) completed over Units 3 and 4. The SAT contributes 50% to the final score and involves:
• completion of a design folio
• a completed product and documentation
• an evaluation report, care label and product presentation piece.

The theory elements contribute 20% to the final score. They are:
Unit 3:
• The designer, client and/or end-user in product development
• Product development in industry.
• Designing for others

Unit 4:
• Product analysis and comparison
• Product manufacture
• Product evaluation.

A final examination contributes 30% to the final score.

Students must have an email address.
Economics Unit 1 522 EC011
Economics: choices and consequences
5-6 hours per week

This Unit introduces students to the Australian Economy through the study of the market system. With case studies of particular markets they develop knowledge and understanding of the nature, operation and role of markets. The Unit also looks at the nature of economic growth and sustainable development and deals with other contemporary issues facing the Australian Economy. Assessment is through a variety of tasks.

Text is required – Check DECV Booklist.

Economics Unit 2 722 EC022
Economic change: issues and challenges
5-6 hours per week

This Unit looks at the factors influencing Australia’s population and labour markets and how changes in these areas impact upon our standard of living.

We also look at contemporary global economic issues and how each issue is affected by the actions of decision-makers, and its impact on living standards.

Text is required – Check DECV Booklist.

Economics Unit 3 622 EC033
Economic activity
6-8 hours per week

This Unit focuses on how markets operate to allocate scarce resources, and the extent to which markets operate freely in Australia. It also examines the nature and importance of key economic goals in Australia, describing the factors that may have influenced the achievement of these goals over the past four years, and analyses the impact each of these goals may have on living standards.

Text is required – Check DECV Booklist.

Economics Unit 4 822 EC034
Economic Management
6-8 hours per week

This Unit explains the nature and operation of government macroeconomic demand management policies, the relationship between budgetary and monetary policy, and analyses how the policies may be used to achieve key economic goals and improve living standards in Australia.

We also consider the nature and operation of government aggregate supply policies and how they may be used to achieve key economic goals and improve living standards in Australia, along with an analysis of the current government policy mix.

Text is required – Check DECV Booklist.

English
Unit 1 501 EN011 Unit 2 701 EN012
5-6 hours per week

In Unit one there are three areas of study:

1. We discuss key aspects of a set text, and construct a response in oral or written form
2. We also examine how to create and present texts taking account of audience, purpose and context.
3. And there is exploration of how we identify and discuss issues, either in writing and/or orally, and look at how language can be used to persuade readers and/or viewers.

It is required that students have access to computer and internet access for all parts of the course.

Texts are required – Check DECV Booklist.

In Unit two there are also three areas of study:

1. We discuss and analyse how texts convey ways of thinking about characters, ideas and themes and construct a response in oral or written form.
2. We develop the ability to create and present texts, taking account of audience, purpose and context.
3. We look at how we identify and analyse how language is used in a persuasive text and present a reasoned point of view in an oral or written form.

It is required that students have access to a computer and internet access for all parts of the course.

Texts are required – Check DECV Booklist.
English
Unit 3 601 EN013  Unit 4 801 EN014
6-8 hours per week

These Units aim to develop students’ ability to use the English language competently and confidently in a range of contexts. The emphasis is on developing effective reading, writing, speaking, listening and thinking skills through a variety of language-based activities. To achieve this aim students will:
• read and study a range of literary and non-literary texts, including media texts
• learn to identify and discuss ideas, themes and issues in two set texts and to construct a personal response
• discuss and respond to issues presented in the media, critically evaluating the language used, and present a reasoned point of view, orally and in writing
• achieve competence and confidence in writing for different purposes and audiences and in a variety of forms
• explore a range of issues and present complex ideas and information to an audience through prepared oral presentations.

English as an Additional Language (EAL)
(formerly ESL)
Unit 3 606  Unit 4 806
6-8 hours per week

A student is eligible for EAL status if:
• he or she has been a resident in Australia for no more than seven calendar years immediately prior to 1 January of the year in which the study is undertaken at Units 3 and 4,
• English has been the student's major language of instruction for a total period of not more than seven years prior to the year in which the study is being undertaken at Units 3 and 4.

If both these conditions are met, the student will be granted EAL status by VCAA.

Or
• students who are hearing impaired (i.e. students who have a hearing loss of 60 decibels or more)
• Aboriginal students whose first language is not English.

The English/EAL course is very similar to the English study (see EN013 & EN014. In Units 3 and 4 the differences are as follows:
• EAL students read and study three selected texts instead of four
• There are some differences in the tasks students complete
• The exam paper is different

Texts: All students must have a good ESL/EAL dictionary.

Texts are required – Check DECV Booklist.

English Language
Unit 3 605 EL013  Unit 4 805 EL014
6-8 hours per week

Interested students should be confident English students with an interest in the structure and analysis of language.

Language is central to human life. Learning about language helps us to understand ourselves and the world in which we live.

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 formal and informal, spoken and written English texts.

Entry
There are no prerequisites for entry to Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 3: Language variation and social purpose
The focus of this unit is informal and formal language in the Australian social setting. Students consider how language is used to communicate information, ideas, attitudes, prejudices and ideological stances through written and spoken texts. Students examine the stylistic features of formal and informal language in both spoken and written modes. Consideration is given to how texts are influenced by the situational and cultural contexts in which they occur.

Unit 4: Language variation and identity
The focus of this unit is on the role of language in establishing and challenging different identities. Through examination of both print and digital texts, students examine the role played by the
many varieties of English in contemporary Australian society, in constructing national, social and cultural identities. Students explore how through our language we establish how we are unique as individuals, as well as signalling our membership of particular groups.

Texts are required – Check DECV Booklist.

Food and Technology
Unit 1 564 FY011  Unit 2 764 FY022
5-6 hours per week

Note: Students purchase their own ingredients and are required to take photographs for documentation of production work. Internet access is required in this study.

Unit 1: Food safety and properties of food
Unit 2: Planning and preparation of food

In Unit 1 the focus is on:
- the physical, chemical and functional properties of food
- suitable practices for food preparation in small scale food operation
- hygienic and safe preparation of food
- quality and ethical considerations in food selection
- the design process to maximise the quality of key foods
- suitable tools and equipment for food preparation.

The production tasks are based on the application of knowledge and skills in all of these areas.

In Unit 2 the focus is on:
- investigating the best equipment and tools and latest technology to use for optimum results in food preparation
- researching, analysing and applying the most suitable food preparation and cooking methods to optimise the sensory, physical and chemical properties of food
- working independently and as part of a team to research and implement solutions to a design brief
- preparing food for a range of contexts
- exploring environmental considerations when planning and preparing meals.

The production tasks are based on the application of knowledge and skills in all of these areas.

Text is required – Check DECV Booklist. Internet access is required for this study.

Food and Technology
Unit 3 664 FY033  Unit 4 864 FY034
6-8 hours per week

Note: Students purchase their own ingredients and are required to take photographs for documentation of production work. Internet access is essential in this study.

Unit 3: Food preparation, processing and food controls
Students develop and understanding of food safety in Australasian and the national, state and local authorities. They investigate causes of food poisoning and apply safe work practices while preparing food.

Students complete theory and practical tasks covering food preparation and processing techniques for key foods.

They prepare a design brief, carry out research and prepare detailed plans for a major SAT folio (40% of the score) consisting of a set of four to six food items, which is carried into Unit 4.

Unit 4: Food product development and emerging trends
Students continue working on the major SAT folio begun in Unit 3. They implement their design plan and evaluate their set of food products against the requirements of the design brief.

There are also two theory tasks that relate to food product development, marketing and new and emerging developments in food production.

A final examination contributes 30% to the final score.

Text is required – Check DECV Booklist.

Foundation English

Do you want to improve your reading writing and speaking skills? Perhaps you have doubts about your ability to complete the mainstream VCE English course. Or perhaps you are returning to study after several years’ absence and need to refresh your skills.

Foundation English is designed for those students who would have difficulty with the mainstream English course. It is designed to improve reading, writing and speaking skills through activities that are interesting and manageable. You will need to have a basic
level of literacy and be prepared to work hard with the support of your teachers who understand some of the problems you may face.

Please note: Foundation English and VCE Units 3 & 4

The range of skills and areas of study in Foundation English are not designed as a complete preparation for VCE English Units 3 & 4. Students who have completed Foundation English are strongly advised not to attempt Units 3 and 4 English without completing VCE English units 1 & 2 first. If, after completing Foundation English, you decide you would like to enrol in extra English subjects, please speak to one of the VCE Coordinators as they will be able to advise you on the best path to follow.

Foundation English Unit 1 502 EN101
Essential Skills and Communication and the Workplace
5-6 hours per week

- Essentials of English: You will learn about summarizing, note-taking and working with fictional, factual, media and computer-generated texts.
- This study focuses on developing the skills of effective workplace communication. You will learn how to read and write work-related texts such as business letters and emails, resumes and job applications.

All students must have a good modern dictionary. Recommended: The Australian study paperback dictionary (Oxford University Press, 1997)

Foundation English Unit 2 702 EN102
Essential Skills and The Study of Texts
5-6 hours per week

Foundation English Unit 2 builds on the ground work set in Unit 1. Please read the course description of Unit 1 for more details. Unit 2 is also made up of two sections.

- Essentials of English: You will read texts for enjoyment, information and critical interpretation and further develop your ability to respond to them.
- The Study of Texts: You will study a range of short texts such as fiction, films, newspaper articles and electronic texts to improve your ability to understand and respond to them.

All students must have a good modern dictionary. Recommended: The Australian study paperback dictionary (Oxford University Press, 1997)

Geography Unit 1 519 GE011
Natural environments
5-6 hours per week

This unit investigates the geographic characteristics of natural environments and landforms, and the natural processes that shape and change the Earth’s surface. It investigates how the interactions between natural processes and human activities can also change natural environments. Natural environments studied are coasts and rivers and students complete fieldwork on a creek in their local area.

Students require access to an up-to-date atlas.

Geography Unit 2 719 GE022
Human environments
5-6 hours per week

This unit investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments. Rural and urban environments are important because they are the locations where people live. Students study small rural towns, slum settlements and uranium mining environments and complete fieldwork on a local settlement.

Students require access to an up-to-date atlas.

Geography Unit 3 619 GE033
Regional Resources
6-8 hours per week

This Unit focuses on resources and regions. A resource is anything which occurs naturally or is created by humans which we use to satisfy a need or want. At the DECV, we look at the importance of water in Australia and focus on water use and management in the Murray-Darling Basin as a regional resource. We also undertake fieldwork in Australia to study a resource in your local region. Note: Fieldwork must be undertaken in Australia.

Text is required – Check DECV Booklist.

Geography Unit 4 819 GE034
Global Perspectives
6-8 hours per week

Unit 4 looks at global phenomena and our responses to them. Global phenomena are major
natural or human events, processes or activities. Such phenomena are distributed globally, affect the globe or significant parts of it, and require more than a local or national response. At the DECV, we study human population and a second global phenomenon.

Text is required – Check DECV Booklist.

Global Politics Unit 3 614 PS053
Global Actors
6-8 hours per week

This area of study is designed to provide the foundations for examining the global political arena and the key actors within global politics.

Students investigate the following for each of the global actors: their aims and objectives, the role they perform, from where their power stems and the extent of their influence. This culminates in an examination of the extent to which each global actor is able to achieve its aims. They analyse the challenges facing state sovereignty and the key institutions of global governance. Non-state actors are researched and investigated.

The second part of the unit focuses on the use of power by China in the Asia-Pacific region. Students investigate the elements of China’s national interest, the factors that shape it, types of power, the use of power and foreign policy instruments, and evaluate the effectiveness of these in achieving China’s national interest. They investigate the advantages and disadvantages of different forms of power and foreign policy instruments when comparing and contrasting the effectiveness of these different types of power and foreign policy instruments in achieving a China’s national interest.

Text is required – Check DECV Booklist. Internet access is required in this study.

Global Politics Unit 4 814 PS054
Global challenges
6-8 hours per week

Students focus on the analysis of a range of perspectives and the evaluation of the effectiveness of global actor responses within two global ethical issues – human rights and poverty and inequality aspects of development.

Using their knowledge of the key international laws and treaties associated with each ethical issue, students investigate the ability of institutions of global governance to uphold international laws and indict actors who flout them.

They examine the key ideas, arguments and debates pertaining to each global issue. The solutions and causes that surround each issue are studied. Students investigate the roles of Trans National Corporations, intergovernmental and non-government organisations, and the debates surrounding these roles.

In the second part, students investigate the nature of our crisis-prone world. They focus on the identification of characteristics and evaluation of responses to two global crises:
- intra and interstate conflict (e.g. war in Afghanistan)
- state and non state terrorism (e.g. al Qaeda).

In investigating the characteristics of these global crises, focus is placed on the location, causes, and types of actors involved.

Text is required – Check DECV Booklist. Internet access is required in this study.

Health and Human Development
Unit 1 536 HH011
5-6 hours per week

Students will learn about the concept of health and individual human development. In particular the unit will focus on the health and individual human development of Australia's youth; exploring the factors that influence youth health and individual human development such as nutrition and food behaviours. Students will investigate health issues impacting on health and individual human development, as well as analyse personal, community and government strategies or programs that affect youth health and individual human development.

Text is required – Check DECV Booklist. Internet access is required in this study.

Health and Human Development
Unit 2 736 HH022
5-6 hours per week

Students will explore two lifespan stages in this unit; childhood and adulthood. For each lifespan stage, students will investigate the determinants or factors that can impact on health and development at this lifespan stage. In this unit students also have the opportunity to explore the changing nature and emerging issues that relate
to the study of health and the government’s role in responding to these issues.

Text is required – Check DECV Booklist. Internet access is essential in this study.

Health and Human Development
Unit 3 636 HH033
6-8 hours per week

Australians are among the healthiest people in the world. In this unit students will analyse the many ways in which Australian health status is measured; such as consideration of burden of disease, life expectancy figures and mortality and morbidity rates. Students will explore why different levels of health are experienced by different groups in Australia by investigating the biological, behavioural and social determinants of health. Despite our good health, improvements can still be made. Students will investigate the National Health Priority Areas (NHPAs) initiative which aims to improve Australian health status.

The Australian Health Care System is funded by Government and Non Government Organisations (NGOs) with Medicare making a significant contribution. Students will investigate and analyse a range of initiatives designed to promote health in Australia that have been implemented by both the government and NGOs. Students will be required to complete written reports, case study analyses, data analyses, and written or multimedia responses.

Text is required – Check DECV Booklist. Internet access is essential in this study.

Health and Human Development
Unit 4 836 HH034
6-8 hours per week

This unit focuses on how achieving sustainable improvements in health and human development can be done on a global scale. Students will investigate how people can create an environment that can enable them to develop to their full potential and lead productive, creative lives in accord with their needs and interests. Students will explore the range of strategies implemented by The World Health Organisation and the United Nations which are aimed at reducing global burdens of disease and promoting human development through the achievement of the Millennium Development Goals.

The Australian Agency for International Development (AusAID) manages the Australian Government’s overseas aid program. Students will learn about AusAID’s aims to reduce poverty in developing countries and improve human development, by focussing on assisting developing countries to achieve the Millennium Development Goals. The role of Non-government organisations in promoting sustainable human development will also be investigated. Students will be required to complete written reports, case study analyses, data analyses, and written or multimedia responses.

Text is required – Check DECV Booklist. Internet access is essential in this study.

History: 20th Century 1900-1945
Unit 1 512 HI031
5-6 hours per week

This unit is offered in Semester 1 only.

Students will explore some of the momentous events and challenges that occurred in the first half of the twentieth century - a period of conflict and crisis between nations that resulted in two major wars and witnessed the emergence of Nazism.

They will investigate:
- circumstances leading to the two world wars; the German experiment with democracy
- the challenge to democracy and coming to power of a new political movement, Nazism
- changes in daily life and social values that resulted from the implementation of Nazism
- cultural expressions that developed out of German democracy and Nazism.

Weekly work is the principal means through which students demonstrate the Key Knowledge and Skills in this unit.

History: People and Power
Unit 2 712 HI062
5-6 hours per week

This unit is offered in Semester 2 only.

Students will explore struggle between competing groups of people for power in the context of South Africa. They will examine the quest for supremacy by the British, Afrikaners and its impact on Africans. They have the opportunity to investigate:
- justifications for white power and mechanisms used to enforce and hold onto power, notably religious and racial claims, fear and force.
• challenges arising from dissenting groups to those in power
• outcomes resulting from these challenges.

Weekly work is the principal means through which students demonstrate the Key Knowledge and Skills in this unit.

History: Australian History
Unit 3  612 HI083
6-8 hours per week

This Unit focuses on the European experience in Australia from the early years of the Port Phillip District (later Victoria) through the nineteenth century and up to the eve of World War 1.

The study introduces students to the visions and ideas which underpinned colonial society in Port Phillip/Victoria 1830-1860 and examines the way in which they changed over this period, especially as a result of significant events such as the discovery of gold and the Eureka rebellion. The underlying visions will also be explored in relation to their impact on those who lived in the Port Phillip District, including its indigenous people. The latter part of the unit focuses on the nature of Australian society around the turn of the twentieth century, and the ideas and visions that shaped the society in the lead up to Federation and in the early years of the new Commonwealth. We examine popular ideas about the new society and some of the practical ways in which they were implemented. An important focus in this area is the issue of who was to be included or excluded in this new society and why.

School-assessed coursework will include a research report relating to the colonial experience in the Port Phillip District/Victoria 1830-1860, and a historiographical exercise related to the visions of nationhood that shaped Australian society in the early years of the 20th century.

Text is required – Check DECV Booklist.

History: Revolutions Unit 3  615 HI133
6-8 hours per week

Unit 3 involves the study of the French Revolution. It covers the period 1781 to 1794, concentrating on the turbulent days of the revolution 1789 to 1794.

It consists of two areas of study:
• Revolutionary ideas, leaders, movements and events
• Creating a new society.

A student’s overall performance will be assessed by tasks which encompass key knowledge and skills based on each area of study. There will be two SAC tasks, one for each area of study and will involve either an essay, an analysis of a visual or written representation, a research report, or a historiographical exercise.

Text is required – Check DECV Booklist.

History: Revolutions Unit 4  815 HI134
6-8 hours per week

Unit 4 involves the study of the Chinese Revolution. The period covered is from 1898 to 1976 with the emphasis on the Chinese Communist Revolution of 1949.

It consists of two areas of study:
• Revolutionary ideas, leaders, movements and events
• Creating a new society.

A student’s overall performance will be assessed by tasks which encompass key knowledge and skills based on each area of study. There will be
two SAC tasks, one for each area of study and will involve either an essay, an analysis of a visual or written representation, a research report, or a historiographical exercise.

Text is required – Check DECV Booklist.

Information Technology Unit 1
IT in Action  560 IT011
5-6 hours per week

To undertake this subject it is essential that students have a computer with Internet access with their own email address (that will store greater than 20 MB of data, use Gmail or Hotmail) to: undertake research, submit assignments and participate in on-line discussions.

This subject is not sent out in print form. This subject is available Online only.

Minimum System Requirements:
Pentium 3 IBM compatible PC or higher
256 meg minimum RAM or greater recommended
OS: Windows XP

Minimum software requirements:
At least 200 MB of free disk space.
Win XP, Office 2000 or later (with Access)
Netscape Composer. Please note that all web instructions are written for Dream Weaver and it is highly preferable to have that program installed.

This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives. In Areas of Study 1 and 3, students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images (still and moving) to create solutions that can be used to persuade, educate, inform and entertain. In Area of Study 3, students also explore how their lives are affected by ICT, and consider strategies for managing how ICT is applied. In Area of Study 2, students examine how networked information systems allow data to be exchanged locally and within a global environment, and explore how mobile devices, such as phones, are used within these networks.

Text is required – Check DECV Booklist.

Information Technology Unit 2
IT pathways  760 IT012
5-6 hours per week

Requirements – see Unit 1

This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users’ needs. In this unit, students apply all stages of the problem-solving methodology when creating solutions. In Area of Study 1 students analyse data from large repositories and manipulate selected data to create visualisations. In Area of Study 2 students develop skills in using programming or scripting language software and they investigate careers that involve the use of these skills. Working in teams is an important and effective strategy for solving problems, and this strategy is applied in Area of Study 3 when students solve problems for clients in the community.

Text is required – Check DECV Booklist.

IT applications Unit 3  660 IT023
6-8 hours per week

This subject is not sent out in print form, it is available online only.

To undertake this subject it is essential that students have a modern computer with Internet access and their own email address.

Unit 3 focuses on how individuals or organisations use ICT to solve information problems and to participate actively in a society where use of ICT is commonplace. Students acquire and apply knowledge and skills in solving information problems to assist in decision-making. Students also explore how the capabilities of networked information systems support teams of workers or learners to solve problems and share knowledge. Students use web authoring and database software to solve information problems.

Outcome 1
Design, create and evaluate a prototype website that meets an organisation’s needs of sharing knowledge and collaborative problem-solving within a virtual team environment, and explain the requirements of the networked information system that supports the use of this website.

Outcome 2
Propose and apply project management and problem-solving strategies to produce a solution and an information product, using database management software, which meets the decision-making needs of a specific audience.
IT applications Unit 4  860 IT024
6-8 hours per week

Requirements – see Unit 3
This unit focuses 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. Students develop and acquire knowledge and skills in creating solutions and information products using database software. When solving information problems, students apply all of the problem-solving stages: analysis, design, development, testing, documentation, implementation and evaluation. Students apply their ICT knowledge and skills to record their decision-making strategies when solving information problems and to reflect on the effectiveness of these strategies.

In this unit students explore how organisations manage the storage, communication and disposal of data and information in order to minimise threats to the integrity of data and security of information, and to optimise efficient information handling.

Outcome 1
Use database software to solve an ongoing information problem, taking into account the information needs of an organisation, and evaluate the effectiveness of their problem-solving strategies.

Outcome 2
Evaluate the effectiveness of the strategies used by an organisation to manage the storage, communication and disposal of data and information, and recommend improvements.

Legal Studies Unit 1  524 LS011
Criminal law in action
5-6 hours per week

This Unit examines the need for laws in society. Students investigate the key features of criminal law, how it is enforced and adjudicated and the possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria. Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases. They explore the main features and operations of criminal courts and consider the effectiveness of the criminal justice system in achieving justice.

Unit 1 consists of three areas of study: Law in Society, Criminal Law and The Criminal courtroom.

Text is required – Check DECV Booklist.

Legal Studies Unit 2  724 LS022
Civil law and the law in focus
5-6 hours per week

Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals. The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies. Students examine these methods of dispute resolution and evaluate their effectiveness. Individuals can influence a change in the law by taking a case to court. Students focus on cases that have had a broader impact on the legal system and on the rights of individuals. Students develop an appreciation of the role played by such cases and undertake an analysis of relevant legal issues.

Unit 2 consists of four areas of study: The Civil law, The Civil Law in action, the law in focus and a question of rights.

Same text as for Unit 1.

Legal Studies Unit 3  624 LS033
Law making
6-8 hours per week

This Unit examines: the institutions which determine laws, their law-making powers, processes, their effectiveness and relationships. Students will investigate the features and operation of parliament and influences on law-making focusing on the role of the individual. The role and importance of the Commonwealth Constitution and a comparative analysis with another country will be undertaken. An understanding of the High Court’s role in interpreting the Constitution and investigation of courts as law-makers evaluating their effectiveness will be completed.

Unit 3 consists of three areas of study: Parliament and the Citizen; Constitution and the Protection of Rights; and the Role of the Courts in law-making.
Students are required to complete a variety of tasks such as folios of analytical exercises, structured questions, and tests.

*Text is required – Check DECV Booklist.*

**Legal Studies Unit 4** 824 LS034
Resolution and Justice
6-8 hours per week

This Unit examines: institutions that adjudicate criminal cases and civil disputes, the courts, tribunals, alternative avenues of dispute resolution. Students will investigate processes and procedures operating within, and contribute to, the effectiveness of the legal system; gain an understanding of the criminal and civil procedures and methods of dispute resolution; investigate the adversary and jury system of trial, and consider the elements of an effective legal system. Any reforms and changes which could make our legal system more effective will be considered by examining current or recent cases.

Unit 4 consists of two areas of study: Dispute Resolution Methods; and Court Processes and Procedures, and engaging in justice.

Students are required to complete a variety of tasks such as folios of analytical exercises, structured questions, and tests.

*Same text as for Unit 3.*

**Literature Unit 1**  504 LI011
5-6 hours per week

In this Unit students will study and analyse different forms of texts including poetry, prose, drama and/or non-print texts to explore and deepen their understanding of the texts and the way they illuminate human experience.

*Texts are required – Check DECV Booklist.*

*Note that this study requires a high level of literacy and that students will be expected to read and engage with a range of complex print and non-print texts.*

**Literature Unit 2**  704 LI012
5-6 hours per week

In this unit students study features such as language, characterisation and ideas in texts to deepen their understanding of the complex concerns in texts and the ways culture/s can influence how texts are interpreted.

*Texts are required – Check DECV Booklist.*

**Maths: General Mathematics**
(Standard) **Unit 1**  541 MA071
5-6 hours per week

The “Standard” units are appropriate for students who wish to study Year 12 Further Mathematics. Those planning to study Specialist Mathematics at Year 12 should do General Mathematics (Advanced) instead.

Doing “Standard” as well as Mathematical Methods can prepare you for Year 12 Mathematical Methods.

This unit covers applications of arithmetic, linear relations and equations, straight line graphs and modelling, number sequences and series, and descriptive statistics including the collection, presentation and analysis of data. There are investigations, projects and problem-solving in the various topics.

Students taking this unit are expected to have access to a CAS calculator. Our calculator instructions are based on the Texas Instruments TI nspire CAS calculator. Contact your teacher for more advice.

*No text is required.*
Maths: General Mathematics (Standard)
Unit 2  741 MA072
5-6 hours per week

See note in the Unit 1 description about the suitability to your Year 12 plans. If you did not study Unit 1 with the DECV, contact the school to check which mix of topics is appropriate for you.

All students do measuring mass and volume, similar figures looking at scale, Pythagoras’ Theorem applied in 2 and 3 dimensions and trigonometry. Most students cover financial arithmetic (interest rates, depreciation) and ways of describing relationships and making predictions, but those planning to move on to Year 12 Mathematical Methods instead cover coordinate geometry and non-linear relations and equations.

Students taking this unit are expected to have access to a CAS calculator. Our calculator instructions are based on the Texas Instruments TI nspire CAS calculator. Contact your teacher for more advice.

No text is required.

Maths: General Mathematics (Advanced)
Unit 1  542 MA071
5-6 hours per week

This is for students intending to study Year 12 Specialist Mathematics (which also requires Year 11 Mathematical Methods 1 and 2). Otherwise you should do General Mathematics (Standard).

Topics covered are applications of arithmetic, linear and non-linear relations and equations, number systems, variation, geometry and trigonometry, including the sine and cosine rules. There are investigations, projects and problem-solving tasks in the various topics.

Students taking this unit will need access to a CAS calculator. The calculator instructions are based on the Texas Instruments TI nspire CAS calculator; however, students may use any VCAA approved CAS calculators.

No text is required.

Maths: Mathematical Methods (CAS)
Unit 1  544 MA111
5 to 6 hours per week

This Unit involves the study of: probability; functions and graphs; calculus; and algebra. It is designed, together with Mathematical Methods (CAS) Unit 2, as a preparation for Mathematical Methods Units (CAS) 3 and 4. Students are required to apply mathematical knowledge and skills creatively to solve unfamiliar problems; to develop mathematical modelling skills; learn and practise mathematical algorithms, routines and techniques, and use them to find solutions to standard problems; and undertake extended, independent investigative projects involving the use of mathematics. The appropriate use of technology is incorporated throughout this course. This includes the use of graphic calculators, spreadsheets, and graphing packages. Students are expected to have access to a Computer Algebra System (CAS) calculator. Instructions are based on the Texas Instruments TI nspire CAS and TI-89 Titanium calculators but students may use any VCAA approved CAS calculator.

Text is required – Check DECV Booklist.

Recommendation:
It is strongly recommended that students doing Maths Methods (CAS) Unit 1 also take General Maths Unit 1.

Maths: Mathematical Methods (CAS)
Unit 2  744 MA112
5-6 hours per week

This Unit involves the study of: trigonometry, probability; functions and graphs; calculus; and algebra. It is designed, together with Mathematical Methods (CAS) Unit 1, as a preparation for Mathematical Methods (CAS) Units 3 and 4. Students are required to apply
mathematical knowledge and skills creatively to solve unfamiliar problems; to develop mathematical modelling skills; learn and practise mathematical algorithms, routines and techniques, and use them to find solutions to standard problems; and undertake extended, independent investigative projects involving the use of mathematics. The appropriate use of technology is incorporated throughout this course.

Students are expected to have access to a CAS calculator. Instructions are written using Texas Instruments TI nspire CAS and TI-89 Titanium calculators but students may use any VCAA approved CAS calculator.

**Recommendation:**
It is strongly recommended that students doing Maths Methods (CAS) Unit 2 also take General Maths Unit 2.

*Text is required – Check DECV Booklist.*

**Maths: Mathematical Methods (CAS) Unit 3 644 MA113 6-8 hours per week**

Mathematical Methods (CAS) Units 3 and 4 together constitute a full course. CAS is the acronym for Computer Algebra Systems and refers to the calculators or software used in this course. Mathematical Methods (CAS) Unit 3 involves the study of: functions & graphs, algebra and applications of derivatives and differentiation to identifying and analysing key features of particular functions and their graphs.

Students will be taught how to apply a range of mathematical procedures in routine and non-routine contexts. They will be expected to apply techniques and strategies without the use of technology. They will also be expected to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Students choosing this course will need access to a CAS calculator. Instructions are based on the Texas Instruments TI nspire CAS calculator but students may use any VCAA approved CAS calculator. Parallel TI-89 Titanium instructions are available upon request.

**Assessment**
School Assessed Coursework (SAC) for Unit 3 will be based on two short tests and one extended analysis task. These three SACs contribute 20% to the student’s final score.

School-based coursework for Unit 4 contributes 14% and two external examinations at the end of the year contribute 66% to the student’s final score.

The final examinations cover the content of both Units 3 and 4.

**Recommendation:**
We strongly recommend that the students attempting Mathematical Methods (CAS) Units 3 and 4 have successfully completed Mathematical Methods or Mathematical Methods (CAS) Units 1 and 2 prior to undertaking Units 3 and 4.

We also recommend students to attempt pre-test before enrolling into this subject. It can be found on the DECV website in the course samplers: [http://www.distance.vic.edu.au/](http://www.distance.vic.edu.au/)

*Text is required – Check DECV Booklist.*

**Maths: Mathematical Methods (CAS) Unit 4 844 MA114 6-8 hours per week**

This Unit involves the study of algebra, revision of circular (trigonometric) functions, calculus, and probability. In the area of calculus, it includes the study of: anti-differentiation and integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, with applications. In the area of probability it includes the study of random variables, transition matrices, discrete and continuous probability distributions and their applications. Students will be expected to apply techniques and strategies without the use of technology.

They will also be expected to select and appropriately use technology to develop mathematical ideas and carry out analysis in situations requiring problem-solving, modelling or investigate techniques or approaches. It is assumed that students choosing this course will have access to a CAS calculator. Instructions are based on the Texas Instruments TI nspire CAS calculator but students may use any VCAA approved CAS calculators. Parallel TI-89 Titanium instructions are available upon request.

**Assessment**
School Assessed Coursework for Unit 3 contributes 20% to the student’s final score. School Assessed Coursework for Unit 4 consists of two short analysis tasks, which contribute a total of 14% to the student’s final score. Two external examinations at the end of the year contribute 66% to the student’s final score.
The final examinations cover the content of both Units 3 and 4.

Recommendation:
Students attempting Mathematical Methods (CAS) Unit 4 must have successfully completed Mathematical Methods (CAS) Unit 3. The same text as for Unit 3.

Maths: Specialist Mathematics
Unit 3 647 MA093
6-8 hours per week

Specialist Mathematics Units 3 and 4 are intended for those with strong interests in mathematics and those who wish to subsequently undertake further study in mathematics and related disciplines. The areas of study in Specialist Mathematics Units 3 and 4 extend and develop material from Mathematical Methods CAS Units 3 and 4. Unit 3 includes the study of Functions, Relations and Graphs and some material from the Algebra, Calculus and Vectors areas of study.

Students should have completed Mathematical Methods Units CAS 1 & 2 and should be studying concurrently or have previously studied Mathematical Methods CAS Units 3 and 4.

Students are expected to have access to a CAS calculator and other technologies. All calculator instructions are based on Texas Instruments TI nspire CAS calculators; however, students may use any VCAA approved calculator. Parallel TI-89 Titanium instructions are available upon request.

Text is required – Check DECV Booklist.

Maths: Specialist Mathematics
Unit 4 847 MA094
6-8 hours per week

Specialist Mathematics Unit 4 includes the study of Mechanics and the material not covered in Unit 3 from the Algebra, Calculus and Vectors areas of study.

Students are expected to use a CAS calculator and other technologies. Parallel TI-89 Titanium instructions are available on request.

Text is required: Same text as for Unit 3.

Maths: Further Mathematics
Unit 3 641 MA073
6-8 hours per week

Further Mathematics Units 3 and 4 together constitute a full course. This course consists of a compulsory area of study data analysis and then a selection of three modules in the Applications area of study.

Unit 3 involves the study of the compulsory area of study data analysis and the number patterns and applications module. Students will be expected to apply mathematical knowledge and skills creatively to solve problems in familiar and unfamiliar situations, including real life situations; learn and practice mathematical algorithms, routine and technique and use them to find solutions to standard problems.

Students will also be required to undertake a statistical investigation based on the compulsory area of study which will contribute 40% to the school assessed course work (application task) and to do an analysis task which will contribute 20% to the school assessed course work. Unit 3 contributes 60% to the school assessed course work.

Students will be expected to select and appropriately use technology in the study of this unit and must have access to a graphics calculator. All calculator instruction in the DECV course book is based on the Texas Instruments TI nspire CAS calculators; however, students may use any VCAA approved graphics or CAS calculator. Parallel TI-84 calculator instructions are available upon request.

Textbook is required – Check DECV Booklist.

Maths: Further Mathematics
Unit 4 841 MA074
6-8 hours per week

Unit 4 involves the study of the two modules: business related mathematics and geometry and trigonometry.

Students will be expected to apply mathematical knowledge and skills creatively to solve problems in familiar and unfamiliar situations, including real life situations, learn and practise mathematical algorithms, routines and technique and use them to find solutions to standard problems.

Students will also be required to do two application tasks, which will contribute 40% to the school assessed course work. Unit 4 contributes 40% to the school assessed course work.
Students will be expected to select and appropriately use technology in the study of this Unit and must have access to a graphics calculator. All calculator instruction in the DECV course book is based on the Texas Instruments TI nspire CAS calculators; however, students may use any VCAA approved graphics or CAS calculator. Parallel TI-84 calculator instructions are available upon request.

The same text as for Unit 3.

Maths: Foundation Unit 1 540 MA101
5-6 hours per week

This is a comprehensive course that caters for Year 11 students who do not wish to study the more advanced level of year 11 Mathematics or any year 12 Mathematics.

In this Unit we take a practical and interesting approach to the ways maths is used in many real life situations. Recognise the angles used in buildings and tiling designs; investigate the geometry of the shapes used in tiling patterns and produce a tiling design of your own. Develop confident skills in using percentages, decimals, and fractions. Know how to estimate an answer, and use your calculator efficiently. Understand graphs, timetables, maps, giving directions, work out distances travelled and time taken. Use graphs to display the results of surveys, decide which average to use and conduct a survey of your own. Understand the difference between mass and weight.

A scientific calculator is needed, and access to a computer spreadsheet and geometry sketch software package is desirable.

No text is required.

Maths: Foundation Unit 2 740 MA012
5-6 hours per week

This is a comprehensive course that caters for Year 11 students who do not wish to study the more advanced level of year 11 Mathematics or any year 12 Mathematics.

As in Unit 1 we take a practical and interesting approach to the ways maths is used in many real life situations. Become familiar with the units things are measured in, including units of distance, mass, pressure, area and volume. Develop confident skills in using decimal scales, see the link between decimals and fractions, convert units of measurement, estimate to check your answers, and use ratio to work out the going rate. Understand the different types of data, how to display data graphically and interpret it. Use your skills to conduct a survey and interpret your results. Do practical activities to explore the uses of area and volume and use formulas to work out the area and volume of geometric shapes. Draw and make 3-dimensional shapes and explore their properties.

A scientific calculator is needed and access to a computer spread sheet and geometry sketch software package is desirable.

No text is required.

Media Unit 1 530 ME011
6-8 hours per week
Unit 1 can only be taken in Semester 1

The main purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society. Students will develop practical and analytical skills in a study of the production of media products including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, the role audiences play in constructing meaning from media representation, and the creative and cultural impact of new media technologies.

This is an online unit. Internet access is required. Headset with a microphone is required. See DECV Booklist.

Media Unit 2 730 ME022
6-8 hours per week
Unit 2 can only be taken in Semester 2

This unit encourages students to develop their understanding of the specialist production stages and the roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.
This is an online unit. Internet access is required. Headset with a microphone is required. See DECV Booklist.

Media Unit 3 630 ME033
Narrative and media production design
6-8 hours per week

Through a close analysis film study, students develop an understanding of production and story elements and how these contribute to narratives. Students develop practical skills by completing small production exercises in their chosen medium of photography, video, animation or print. Students also prepare a Design Plan that outlines their idea for a media product which they will produce in Unit 4.

Media Unit 4 830 ME034
Media process, social values and media influence.
6-8 hours per week

Students develop practical and organisational skills in producing the media product that they completed a Design Plan for in Unit 3. Students heighten their knowledge concerning society’s values, particularly in relation to the changing role of women throughout the second half of the 20th Century, and the way that these changing attitudes shaped media texts. Students are also required to critically analyse the influence of media on audiences and discuss issues in assessing this influence.

Music Style and Composition Unit 1
525 MS011
5-6 hours per week

In this Unit, students participate in listening, analysing and composing music. Three music styles are featured: Soul, African and Baroque music.

In Soul, the origins of the blues through to gospel and rhythm and blues are covered, with artists such as Aretha Franklin featured. Different aspects of African culture and the effect on their music are investigated. Students also cover the elaborate Baroque period with the music of JS Bach and Handel.

Every week a different element of music is covered in the Ear Gym, where students listen to music from the sands of the Sahara to the highlands of Scotland, and from the medieval period to the present day.

Students create music throughout, using ideas and devices explored in the music studied.

It is highly recommended that students have access to a computer-based audio recording and/or notation program. AVID’s Sibelius program is available for purchase through the school.

Music Style and Composition Unit 2
725 MS022
5-6 hours per week

In this Unit, students explore music created for works that combine music and non-music elements, such as music theatre, film and animation.

Students analyse music from a wide range of musicals (including Stephen Sondheim’s Sweeney Todd), animation (The Simpsons) and film (The Lord of the Rings). They explore ways in which composers in these art-forms work within creative teams of writers, directors, and film-makers to achieve agreed artistic goals.

Every week in the Ear Gym, students listen to music in a huge range of styles, focussing on the ways in which music elements can be used to create specific moods, and to enhance communication of text, character, or narrative.

For their creative work, students may choose to create music for a film or as a part of a musical.

It is highly recommended that students have access to a computer-based audio recording and/or notation program. AVID’s Sibelius program is available for purchase through the school.

Music Style and Composition Unit 3
625 MS033
6-8 hours per week

This unit focuses on three main areas of study - Responding to music across a wide range of styles and traditions; Analysis of works from two different music traditions and the contexts from which they emerge, and Creative work composed in response to the music studied.

Students explore ways of making critical responses to works from a wide range of different music styles and traditions. Two works are studied in depth, including a work by Mozart and an Australian work by Matthew Hindson.
Students explore the organisation of the music as well as the contexts from which they emerged.

Creative tasks in this Unit are based on the students’ responses to the music studied. These creative responses will form part of a composition folio that will be assessed externally by the VCAA towards the end of the year.

Parts of this course are completed online. Students must have regular online access.

Text is required – Check DECV Booklist.

It is highly recommended that students have access to a computer-based audio recording and/or notation program. AVID’s Sibelius program is available for purchase through the school.

Music Style and Composition Unit 4
825 MS034
6-8 hours per week

This Unit continues the aural, analytical, and creative work begun in Unit 3. Works from two different musical traditions are studied in detail, including the music of Miles Davis and Philip Glass. Students continue to develop aural skills in critical responses to excerpts from a wide range of musical styles and traditions.

Students also complete a short musical composition. This work and accompanying documentation will form the major part of the composition folio that will be assessed externally by the VCAA.

Parts of this course are completed online. Students must have regular online access.

It is highly recommended that students have access to a computer-based audio recording and/or notation program. AVID’s Sibelius program is available for purchase through the school.

Philosophy Unit 1 508 PL011
Existence, knowledge and reasoning
5-6 hours per week

Unit 1 will be offered in Semester 1 only.
Unit 2 will be offered in Semester 2 only.

Philosophy: f. Gk philo (love) and sophia (wisdom)

To philosophise is to wonder about life, about right and wrong, love and loneliness, war and death, about freedom, truth, beauty, time . . . and a thousand other things. To philosophise is to explore life. It means breaking free to ask questions. It means resisting easy answers. To philosophise is to seek in oneself the courage to ask painful questions. Philosophy is for those who still have the capacity for wonder.

VCE Philosophy offers challenging courses for students of the humanities and science / mathematics, as well as those interested in such basic questions of our existence as reality, truth, consciousness, personal identity, knowledge and ethics.

Unit 1 engages students in philosophical inquiry through active, guided investigation and discussion of two key areas of philosophy: metaphysics and epistemology.

• Metaphysics: What is the nature of reality? What exists? What is the relationship between mind/self/body? Do we have free will?
• Epistemology: What things can be known? What is the relationship between knowledge and belief?

The emphasis in the exploration of these two fields is philosophical inquiry, i.e. doing philosophy not just learning about philosophy. The Unit also incorporates work on logic, reasoning and argument.

NB This is an online course; students will require regular access to the Internet. It is vital that an accurate frequently checked email address is clearly shown on the student’s enrolment application.

Philosophy Unit 2 708 PL022
Ethics and philosophical investigation
5-6 hours per week

Unit 1 will be offered in Semester 1 only.
Unit 2 will be offered in Semester 2 only.

Please see the Unit 1 Introduction.

Unit 2 engages students in philosophical inquiry through active, guided investigation and discussion of ethics and the philosophy of religion.

• Ethics addresses such questions as: What is it for something to be good? Why should I act morally? Are there any right answers in morality? How are moral judgements made?
• The philosophy of religion involves a discussion of arguments over the nature and existence of God, the problem of evil,
miracles, religious language and the relationship between religion and other value-systems such as science and ethics.

Both topics involve exploring a range of philosophical questions and formulating philosophical positions in relation to practical issues. The examination of examples of philosophical thought, both contemporary and historical, is also undertaken. The emphasis in exploration of these three fields is philosophical inquiry, i.e. doing philosophy not just learning about philosophy. Students research and prepare a major presentation on both topics.

The Unit also incorporates work on techniques of reasoning.

Many students have successfully completed Unit 2 without studying Unit 1 Philosophy but clearly Unit 1 provides a valuable foundation for Unit 2.

**NB This is an online course; students will require regular access to the Internet.** It is vital that an accurate frequently checked email address is clearly shown on the student’s enrolment application.

Philosophy Unit 3 608 PL033
**The Good Life**
6-8 hours per week

Please see the introductory notes for Philosophy Units 1 and 2.

Unit 3 develops and extends the philosophical inquiry into ethics undertaken as part of Philosophy Unit 2, but study of that subject is not necessary to successful completion of Unit 3.

The course investigates a problem that has engaged philosophers for thousands of years: the question of what it is for a human to live well. What role does reason play, or beauty, or pleasure, or freedom, or responsibility? Our exploration of the nature of the Good Life – that is, how to live well and flourish – will be informed by guided reading of extracts from the works of Plato and Aristotle among the ancients, and Friedrich Nietzsche and Simone Weil among modern thinkers. These philosophical ideas on the Good Life will be compared with those promoted by another ethical tradition – for instance Buddhism or Utilitarianism. Students will use the understandings developed throughout the course to respond to ethical issues in the contemporary world.

**Text is required – Check DECV Booklist.**

Philosophy Unit 4 808 PL034
**Mind and Body Knowledge Belief and Science**
6-8 hours per week

Unit 4 develops and extends the philosophical inquiry undertaken in Philosophy Unit 1 into the nature of knowledge and the nature of the human mind (see Philosophy Unit 1 description), but study of that subject is not necessary to successful completion of Unit 4.

What is the mind? Can it be accounted for in purely materialist terms? How is it related to the body? Do animals ponder? Are humans the only entities that can think? What counts as reliable knowledge? Is scientific knowledge the truest? What is ‘truth’? These are some of the questions that will occupy us in our studies.

We will investigate the nature of knowledge and science through our engagement with extracts from David Hume, Karl Popper and Thomas Kuhn. Our thinking about the nature of the human mind and thought will be informed by guided study of readings from Descartes and the Australian philosopher David Armstrong. Our study will also take account of developments in science and medicine and contemporary debates such as the development of artificial intelligence.

Physical Education Unit 3 637 PE033
**Physiological Activity Performance and Physiological Performance**
6-8 hours per week

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.

Students enrolling in this unit will be required to participate in physical activity to apply their learning and enhance their understanding of the various concepts/outcomes in this learning
program. Close liaison with the VCE PE teacher is expected and attendance at teacher-facilitated workshops/seminars in Melbourne is compulsory.

Text is required – Check DECV Booklist.

Physical Education Unit 4 837 PE034
Enhancing Performance
6-8 hours per week

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 6 week 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.

Students enrolling in this unit will be required to participate in physical activity to apply their learning and enhance their understanding of the various concepts/outcomes in this learning program. Close liaison with the VCE PE teacher is expected and attendance at teacher-facilitated workshops/seminars in Melbourne is compulsory.

Text is required – Check DECV Booklist.

Physics Unit 1 554 PH011
5-6 hours per week

This Unit examines electricity, radioactivity and alternative energy sources. Students are required to complete qualitative and quantitative exercises, short practical exercises, and an experimental investigation into alternative energy sources. Most practical activities can be done either manually or as simulations.

The practical investigation is compulsory and simulated physics software will be provided.

Text is required – Check DECV Booklist.

Physics Unit 2 754 PH022
5-6 hours per week

This Unit examines key concepts of nuclear energy, movement and the wave-like properties of light. As well as assignments, you will be doing practical activities using everyday items as equipment and/or computer simulations. You’ll be using algebraic equations (including rearranging them) and graphs. If you don’t have this background, contact the school before enrolling.

Text is required – Check DECV Booklist.

Physics Unit 3 654 PH033
6-8 hours per week

Unit 3 focuses on ideas that underpin much of the technology found in areas such as communications, commerce and industry. It consists of three topics: (a) motion in one and two dimensions, (b) electronics and photonics, and (c) materials and their use in structures.

We strongly recommend that the students attempting Physics Units 3 and 4 have successfully completed Physics Unit 1 & 2 prior to undertaking Units 3 and 4. Students without this background should contact the Year 12 physics teacher at the school before enrolling.

The practical investigation and simulated physics software activities carried out in this unit are compulsory. Access to a laboratory is essential. If you are unable to use a laboratory at your school or workplace you will need to attend the DECV laboratory in Thornbury on one designated day in each of semesters 1 and 2.

Text is required – Check DECV Booklist.

Physics Unit 4 854 PH034
6-8 hours per week

Unit 4 examines (a) the field model of electromagnetism and how it is applied to the generation, distribution and use of electric power, (b) the development of the quantum model to explain the complex interactions of light and matter.

Note The practical investigation and simulated physics software activities carried out in this unit are compulsory. Access to a laboratory is essential. If you are unable to use a laboratory at your school or workplace you will need to attend the DECV laboratory in Thornbury on one designated day during Semester 2.

Text is required – Check DECV Booklist.
Psychology Unit 1 557 PY011
5-6 hours per week

This unit introduces students to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its fields of application. Students consider influences on human behaviour from biological, behavioural, cognitive and socio-cultural perspectives. They examine the contribution classic and contemporary studies have made to the development of different psychological theories used to predict and explain the human mind, and behaviours associated with particular stages of development over a lifespan.

Students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

Please note: Internet facilities are required for this subject as a large part of the course is to be completed online.

Text is required – Check DECV Booklist.

Psychology Unit 2 757 PY022
5-6 hours per week

In this unit students learn about how a person’s attitudes and behaviours affect the way they view themselves and affect their relationships with others. Understanding what influences the formation of attitudes of individuals and behaviours of groups can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure, and responses to group behaviour.

Differences between individuals can also be ascribed to differences in intelligence and personality, but conceptions of intelligence and personality and their methods of assessment are contested. Differences between individuals, groups and cultures can be analysed in varied ways through different psychological perspectives informed by both classic and contemporary theories.

Students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

Please note: Internet facilities are required for this subject as a large part of the course is to be completed online.

Text is required – Check DECV Booklist.

Psychology Unit 3 657 PY033
6-8 hours per week

This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness including sleep.

Students consider the function of the nervous system in memory and investigate the ways in which information is processed, stored and utilised. They apply different theories of memory and forgetting to their everyday learning experiences.

Finally, students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

Text is required – Check DECV Booklist.

Psychology Unit 4 857 PY034
6-8 hours per week

This unit focuses on the interrelationship between learning, the brain and its response to experiences and behaviour. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changes behaviours. Understanding the mechanisms of learning, the cognitive processes that affect readiness for learning and how people learn informs both personal and social issues.

Students use a biopsychosocial framework to consider different concepts of normality, and learn to differentiate between normal responses such as stress to external stimuli, and mental disorders.
Finally, students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

**Text is required – Check DECV Booklist**

**Software Development Unit 3 661 IT033
6-8 hours per week**

To undertake this subject it is essential that students have an IBM compatible computer with Internet access with their own email address (that will store greater than 20 MB of data, use Gmail or Hotmail) to: undertake research, submit assignments and participate in on-line discussions.

**This subject is not sent out in print form.**

This subject is available on CD or Online only. The PHP textbook must be purchased.

Minimum System Requirements: 1.6 gig processor, 2 gig of RAM and a CD drive

Minimum software requirements:
At least 700 MB of free disk space.
Win XP, Office 2000 or later, A web editor such as Komposer, Netscape Composer, or DreamWeaver. Please note that all web instructions are written for DreamWeaver and it is highly preferable to have that program installed.

**Unit 3: Software development**

Units 3 and 4 must be taken as a sequence. Unit 3 focuses on programming as a strategy for solving problems for specific users in a networked environment. Students develop knowledge and programming skills using PHP. Students study the problem-solving methodology and gain detailed understanding of the stages of analysis, design and development.

Area of Study 1 focuses on the analysis stage of the problem-solving methodology, which involves students developing and applying knowledge and skills in determining the requirements of solutions, identifying relevant factors that should be taken into account when designing the solutions, and in scoping the solutions. In Area of Study 2 students engage in designing the detailed specifications of how solutions will be developed and undertake the development stage by using the selected programming language to create planned solutions.

Unit 3 programming flows through to Unit 4. The program developed in Unit 3 is further modified in Unit 4 and is then the basis for SAC 1 of Unit 4.

**It is essential that students complete Unit 3 to be able to do Unit 4 unless they already know how to program in PHP.**

**Text is required – Check DECV Booklist.**

**Software Development Unit 4 861 IT034
6-8 hours per week**

This unit focuses on how the information needs of individuals, organisations and society are and can be met through the creation of purpose-designed solutions in a networked environment. Students continue to study the programming language selected in Unit 3.

In this unit students are required to engage in the design, development and evaluation stages of the problem-solving methodology.

Area of Study 1 focuses on the design and development stages of the problem-solving methodology when solving problems suitable for use with mobile devices. Area of Study 2 focuses on the final stage of the methodology, evaluation.

**It is essential that students complete Unit 3 to be able to do Unit 4 unless they already know how to program in PHP.**

**Text is required – Check DECV Booklist.**

**Visual Communication and Design Unit 1 533 VC011
Visual Communication
5-6 hours per week**

The main purpose of this Unit is to enable students to prepare instrumental drawings of objects and explore freehand drawing from direct observation. Students also experiment and explore the application of design elements and principles in the preparation of solutions to suit specific purposes. Students study how the design process is applied in the production of visual communications.
Visual Communication and Design
Unit 2  733 VC022
Communication in Context
5-6 hours per week

The main purpose of this Unit is to enable students to develop practical skills by generating images and developing them through freehand and instrumental drawing. The ways in which information and ideas are communicated visually are also explored through the analysis of the work of others. The design process is applied in developing visual communication solutions to set tasks.

Visual Communication and Design
Unit 3  633 VC033
Visual Communication Practices
6-8 hours per week

The main purpose of this Unit is to enable students to produce visual communications through the application of the design process to satisfy specific communication needs. Students also study the production of visual communications in a professional setting, and evaluate examples of visual communications.

*Text is required – Check DECV Booklist.*

Visual Communication and Design
Unit 4  833 VC034
Designing to a brief
6-8 hours per week

The main purpose of this unit is to enable students to prepare one brief that defines the need or needs of a client. Students apply the design process to produce two separate folios of developmental work and two final presentations based on the brief.
Please Read This Notice before enrolling

This confidential enrolment form and any other forms such as excursions/seminars/open days or any other DECV events, will ask for personal information about the student, family members and others that provide care for them. The main purpose for collecting this information is so that the Distance Education Centre, Victoria can register the student and allocate staff and resources and to provide for their educational and support needs.

**Health information** is asked for so that staff at the Distance Education Centre, Victoria can properly care for the student. This includes information about any medical condition or disability the student may have medication they may rely on while at school, any known allergies and contact details of the student’s doctor. The Distance Education Centre, Victoria depends on all relevant health information being provided because withholding some health information may put the student’s health at risk.

The Distance Education Centre, Victoria - requires information about all parents, guardians or carers so that we can take account of family arrangements. Family Court Orders setting out any access restrictions and parenting plans should be made available to The Distance Education Centre, Victoria. Please tell us as soon as possible about any changes to these arrangements. Please do not hesitate to contact the Principal, if you would like to discuss, in strict confidence, any matters relating to family arrangements.

**Public Identity of Students**

For photographs of students to be published or displayed beyond the DECV environment, the school requires that we have current signed release forms on file. These settings may include presentation on the DECV web site at [www.distance.vic.edu.au](http://www.distance.vic.edu.au), in newsletters, at exhibitions, or other publicly available forums. Permission forms for this purpose will be issued at the time of the event/s, such as seminars, the school camp, open days and public exhibitions.

**Updating your school records**

Please let The Distance Education Centre, Victoria know if any information needs to be changed by sending updated information to the school office. During the student’s time with The Distance Education Centre, Victoria we will also send to your school copies of enrolment information held by us. Please use this opportunity to let us know of any changes.

**Access to the student record held by school**

In most circumstances the student can access records about them that are held by The Distance Education Centre, Victoria. Please contact the DECV Principal to arrange this. Sometimes access to certain information, such as information provided by someone else, may require a Freedom of Information request. We will advise you if this is required and tell you how you can do this.

If you have any concerns about the confidentiality of this information please contact the DECV Principal. The Distance Education Centre, Victoria can also provide you with more detailed information about privacy policies that govern the collection and use of information requested on this form. This form is available on request.
Online Acceptable Use Policy

When using the Online environment for school purposes, I agree to:

- protect my privacy rights and those of other students by not giving out personal details including full names, telephone numbers, addresses and images
- use the Internet in line with my school’s student engagement policy (particularly its code of conduct) and use appropriate language when talking to and working with others online and never participate in hate mail
- use the Internet, as directed by my school, for educational purposes and use the equipment properly
- use social networking sites for educational purposes and only as directed by the school
- not deliberately enter or remain in any site that has obscene language or offensive content (e.g. racist material or violent images)
- abide by copyright procedures when using content on websites (ask permission to use images, text, audio and video and cite references where necessary)
- think about how I use content posted on the Internet and not simply copy and paste information from websites
- not interfere with network security, the data of another user or attempt to log into the network with a user name or password of another student
- not reveal my password to anyone except the system administrator or subject teachers
- not download unauthorised programs, including games, or run them on school computers
- talk to my teacher or another adult if:
  - I need help online
  - I feel that the welfare of other students at the school is being threatened by online activities
  - I come across sites which are not suitable for our school
  - someone writes something I don’t like, or makes me and my friends feel uncomfortable or asks me to provide information that I know is private

These points are explained in detail in the school’s Online Acceptable Use Policy. You will find it by visiting www.distance.vic.edu.au
DANCE PRE-ENROLMENT FORM UNITS 1 – 4 2013

Student Name: _______________________________________________________________________________________

Student Address: _____________________________________________________________________________________

_______________________________________________________________________     Postcode: _________________

Mobile: ______________________ Preferred email: __________________________________________________________

Name of school: ____________________________________________Level at school for most subjects: _______________

Please tick your dance subjects for Semester 1 and 2:     Unit 1     Unit 2      Unit 3    Unit 4

Student Enrolment Prerequisites - tick the following if applicable

 I am enrolled with a studio teacher for the duration of this Unit, and I am attending dance/movement tuition in a group class of a minimum of 1.5 hours per week. (We do recommend more than this)

 (Year 11 students) I will be available for dance performance assessment with my DECV teacher at designated times.

 (Year 12 students) I will be available for solo dance performance assessment and written exam with the Victorian Curriculum Assessment Authority (Dance) at designated times.

 I understand that it is recommended that I have 3–4 years dance/movement experience prior to commencement of the VCE dance course.

You will need to have access to:

• A camera to film your own dance works for assessment and a DVD player or computer for the required viewing.

See AUSDANCE for information about Dance teachers in your area: www.victoriandancedirectory.com.au
Street address: 45 Moreland Street, Footscray. 3006       Ph: 9689-2055

Studio Teachers Enrolment Prerequisites

Teacher’s Name: ______________________________________________________________________________________

Studio Name and Postal Address:__________________________________________________________________________

________________________________________________________________________Postcode: ____________________

Mobile: _______________________Preferred email: __________________________________________________________

Dance style/s taught____________     ___________________________________________

_____________________________________________________________________________________________________

Studio Teacher record sheets – please note:

 It is the student’s responsibility to ask their studio teacher to record weekly attendance at dance class on a record sheet in order to satisfactorily complete each unit of work. (80% attendance required each term and 1.5 hour class per week minimum).

For your information;

Safe Dance Practice (as in the Australian Guidelines for Dance Teachers published by AUSDANCE) involves:

 Warm-up and down before and after dance session, and plan ‘peaks’ and sufficient rest periods.

 Demonstrate ‘safe’ strategies for jumping, turning, lifting, weight transfer, and partnering.

 Be aware of common injuries and implement effective strategies for injury prevention.

 In case of injury employ RICED – Rest, Ice, Compression, Elevation, Diagnosis.

 Encourage healthy lifestyles and good nutrition for dance students.

 Communicate balanced approach to performance and training through stress management, relaxation and realistic goal-setting. Be aware of the physical, social and psychological development of students and how the style, technique and goals of your studio will impact on these.

 I am aware that the DECV Dance teacher is responsible for the delivery of the theoretical aspect of the VCE Dance course and that I will be assisting the student in the development of their technique and preparation for their solo/s.

Studio Teacher Agreement:
I have read the above information and agree to supervise the technical classes of the following student. I understand the participation in these classes will contribute to the student’s completion of VCE Dance.

Student’s name:

Studio Teacher’s name:

Studio Teacher’s signature:

Dated:
School Based Student Enrolment Application 2013
For students who are still enrolled in their home school
This is an official GST free Tax invoice, no further individual invoices will be sent. ABN 48597078548

### Home School Information
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<tr>
<th>Name of School</th>
<th>DEECD Registered School Number</th>
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<tr>
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<td>School Postal Address</td>
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<td>Suburb/Town</td>
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Supply your approval number from DEECD (If Applicable) OR Attach a photocopy of your approval letter from DEECD with this application. (If Applicable)

Failure to supply your approval number or to attach a copy of the approval letter will delay the processing of this enrolment.

### Student Information Section

<table>
<thead>
<tr>
<th>Year Level Enrolling in the DECV in 2013</th>
<th>Your VSN (If known)</th>
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Have you enrolled with DECV before? [ ] Yes [ ] No

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<tr>
<th>Family Name</th>
<th>First Name</th>
<th>Second Name</th>
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Date of Birth (dd-mm-yyyy) [ ] - [ ] - [ ]

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| Student Contact Email | |
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| Student Mobile Number | |
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### Student Address Details:

| Street Address | |
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<tr>
<th>Suburb/Town</th>
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| Home Phone Number | |
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### ENROLMENT OFFICE USE ONLY

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<tr>
<th>Enrol Officer:</th>
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**Subject Selection**

List the Units/Subjects selected individually and tick the semester column indicating in which semester they will be studied. See the relevant year level course outlines for the codes inside the Students in Schools Handbook.

<table>
<thead>
<tr>
<th>Subject Title</th>
<th>Unit code</th>
<th>Semester</th>
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<tbody>
<tr>
<td>English Unit 1 Year 11</td>
<td>501EN011</td>
<td>☑ Sem 1</td>
</tr>
<tr>
<td>General Mathematics (Standard) Unit 1</td>
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<td>☑ Sem 1</td>
</tr>
<tr>
<td>General Mathematics (Advanced) Unit 1</td>
<td>542MA071</td>
<td>☑ Sem 1</td>
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Courses are available online at the DECV web site at www.distance.vic.edu.au. Once enrolled, students will receive a confirmation letter including their username and password for online access.

**Student Declaration**

ALL STUDENTS MUST COMPLETE THIS IMPORTANT DECLARATION

1. "DECV Privacy Policy" and "Online Acceptable Use Policy"

By signing this important declaration form, I acknowledge I have understood the DECV Privacy Policy and the Online Acceptable Use Policy.

2. Student work examples

There are occasions throughout the year when we may require examples of student work for displays at the DECV and for internal educational publications only, such as general student response sheets and the online learning environment (which requires password access).

Please tick the box ☐ if you **DO NOT** give permission.

3. Submission of Work

I also understand that a condition of this enrolment is that the student must submit work regularly, in accordance with the prescribed timetable. I understand that if I fail to do so my enrolment may be cancelled at any time.

4. For International Students Only

Student's Visa Sub Class _____________ Visa Expiry Date: ________________

I have read and understood the above conditions and accept them fully.

Signature of Student: ___________________________ Date: ________________

**Student enrolment Information**

To help teachers provide a better service to students it is important for us to be aware of any special circumstances that may affect their progress while at DECV. It is vitally important that you let us know about any issues or problems relevant to the student's education in the space provided below.

History of Allergies: ☐ No ☐ Yes ___________________________

Is the student subject to Anaphylaxis? ☐ No ☐ Yes

Has the student been diagnosed with Aspergers? ☐ No ☐ Yes

Has the student been diagnosed with any other condition? ☐ No ☐ Yes

If Yes, list details: _______________________________________

Are there any other issues the DECV should be aware of? ☐ No ☐ Yes

If Yes, list details: _______________________________________

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1. Is this a late VCE enrolment? See the dates below. If YES, you must contact DECV Enrolments before further processing.

Closing dates for VCE applications are:
- VCE Units 1,2,3,4, Friday, 15 February 2013 (NB Semester 1 courses commence 11 February)
- VCE Units 1 and 2 only, Friday, 28 June 2013 (NB Semester 2 courses commence 17 June)

2. Have you included the correct fees with this application?

3. Have you signed this application?

4. Is this a PART TIME enrolment? DO NOT use this form for FULL TIME DECV enrolment, contact the DECV for the appropriate form.

5. Is this a full fee paying international student?

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SCHOOL PRINCIPAL ENDORSEMENT OF THIS APPLICATION

Signature of the School Principal is required on all enrolments. Failure to have this signed will delay the processing of this application.

- I understand that it is the responsibility of the school requesting the teaching services from the Distance Education Centre, Victoria to collect and pay the appropriate fees with this application.

- I am aware of my responsibility in nominating a distance education supervisor who will coordinate the SACs (School Assessed Coursework), the exams and all other matters related to students enrolled with DECV and acknowledge the expected role of the nominated supervisor as outlined in the enrolment handbook under the Nominated Supervisor Requirements.

- I will also ensure that the VASS Coordinator correctly enters the DECV (01114) as the assessing school for VCAA registration where applicable.

Principal's Name

Principal's Signature

Date

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Home School Supervisor Section

This section must be completed by the Supervisor

Supervisor's Family Name

Supervisor's First Name

Supervisor's School Phone Number

Supervisor's Email
The following Fees apply for each student EXCEPT students studying Year 7-10 Philosophy

Fees per Unit/Subject per student in a Government school: $80/$160
Fees per Unit/Subject per student in a Non Government school: $405/$810

For those students studying the following subjects the above fees do not apply.

Year 7-10 Philosophy Enrolment Fee:
$100 for each student from a Government school
$200 for each student from a Non Government school

After materials have been received and the course has commenced, no refunds will apply. The DECV cannot accept responsibility for changes in personal circumstances after the receipt of materials and once instruction has commenced. Refunds will be considered under "exceptional circumstances" only. Requests must be in writing. A $30 administrative fee will be deducted.

There will be NO refunds after Term 1 in Semester 1 or Term 3 in Semester 2.

Please ensure you have completed the following requirements before submitting your application, otherwise your application will be delayed.

- Signed declaration (by student)
- Principal's endorsement
- Supervisor's name and email
- Contacted the DECV for a late enrolment
- Payment has been attached

Post OR Fax your application
Please Note: if you choose the fax option, fax all pages of the form, keep the original(s) and do not send it in the mail.

Mail: Enrolment Office
Distance Education Centre Victoria
315 Clarendon Street
Thornbury, VIC 3071
Fax: (03)9416-8487