Enrolment Handbook

Students in schools

2014
Closing dates for VCE applications are:

**Semester 1: VCE Units 1, 2, 3 & 4, Friday 14th February 2014**

**Semester 2: VCE Units 1 and 2 only, Friday 27th June 2014**

- When enrolling, be mindful that the actual course for the VCE starts on Monday 3rd of February 2014 for Semester 1.
- For Semester 2 VCE commences on Monday 16th June 2014.

Enrolments after these dates can only occur through negotiation with the DECV VCE Year Level Coordinator directly.
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Enrolment Guidelines for Government and Non-Government Schools*

ELIGIBILITY

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.

Students in regular schools

Principals from schools may seek to enrol their students in years 7–12 distance education subjects/courses.

- The Principal must endorse each application request and students must complete the enrolment agreement in full otherwise the forms will be returned.

- The requesting school must nominate a supervisor for the student.

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. Late applications may be rejected and disadvantage students, especially at VCE level.

Principals must ensure:

- The applications are complete and all the required declarations signed. (The Student, the School Supervisor and the Principal sections of the enrolment application).

- Applications can be emailed, faxed or posted. Choose one method only as multiple applications will be charged multiple times. The application form is a tax invoice.

- The requesting school is responsible for all monies to cover all fees.

- A separate enrolment application form is required for each student.

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.

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.
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>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>
</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>0.5</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>
</tbody>
</table>

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 2014 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 ($405 per unit) 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.

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.

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Semester 2: VCE Units 1 and 2 only, Friday 27th June 2014

- When enrolling, be mindful that the actual course for the VCE starts on Monday 3rd of February 2014 for Semester 1.
- For Semester 2 VCE commences on Monday 16th June 2014.

Enrolments after these dates can only occur through negotiation with the VCE Year Level Coordinator.

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
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 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 enjoy a healthy lifestyle
- understand the role of physical activity to ensure good health
- engage in regular physical activity and to participate in the Premier Families’ Active Challenge.

Students are encouraged to build positive social relationships with others by collaborating within a small group online to plan, develop and present a 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 1 208 & Philosophy 2 218**

208 will be offered in **Semester 1** only.

218 will be offered in **Semester 2** only.

Year 7 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 2014 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.

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**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 elements and principles of art such as line, colour, tone, texture, shape and size, in their practical work.

They will also use these elements and principles of art 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 and 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 and 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 1 208 & Philosophy 2 218

208 will be offered in Semester 1 only. 218 will be offered in Semester 2 only.

Year 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 2014 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.
Arts Inquiry 323

This course is divided into four modules with four weeks in each module. Students will learn a variety of techniques to help them develop and build on their art skills. They will study the work of a range of traditional and contemporary artists and analyse and write about their own art and the art of others. Assessment will be based on 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 and 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 planning and preparing food, then this subject is perfect for you. You will be led through the stages of the design process where you will investigate, design, produce and evaluate your dishes to a given design brief. You will also have the opportunity to explore foods from around the world including Italy, Mexico, Greece and Asia 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 9 301 & 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. 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.

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.

The Year 9 Health and Physical Education course is a fun and dynamic lifestyle program.

The aim of this course is to help you to become more informed and responsible for your health as an individual. An ongoing healthy lifestyle is promoted through healthy eating habits, consideration of attitudes and behaviours and an active lifestyle that is not just sport focused.

You will be exposed to a wide range of physical activities and be required to participate in these weekly. Hopefully you will get to try new activities you enjoy and one or two you will want to continue with.

Access to the DECV online learning environment is expected.

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 I and ask the question: What happens when a nation goes to war?

Geography – the water cycle 311
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
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
344 will be offered in Semester 2 only.

The program covers the three strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability
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.

Media Studies: Getting Started 327

The course aims to develop student’s awareness of the Media and 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 (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

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.

Years9/10 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
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.

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.

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 2014 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.

Science Inquiry 355 & 356
4 hours per week

Science Inquiry 355 & 356 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 and access to the internet and a computer. Students may like to purchase a textbook to use as a reference but this course does not require a set text.

In 355 students analyse how human biological systems function and respond to external and internal changes, they explain chemical processes in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain the phenomena of global warming. In their investigation of plate tectonics they explain global features and events in terms of geological processes and timescales.

In 356 students continue to investigate energy transfer and chemical reactions involving combustion and the reactions of acids. They investigate ecosystems and their communities of interdependent organisms and the flow of energy and matter through these ecosystems. They examine advances in scientific understanding and developments in technology and their link with new scientific discoveries.

Visual Communication: Logos and Advertising Practices 325

This subject involves creating a logo and an advertisement through completing a range of tasks constructed to emulate the design process including:

- Identifying a target audience
- Generating ideas using sketching techniques
- Developing and refining ideas focusing on using design elements and principles
- Evaluating and reflecting on the techniques used and the outcomes
- Using a range of methods, materials and media to create a final piece

Students will need to:

- Produce visual projects and apply appropriate visual skills and techniques
- Research/analyse visual communication designs produced by Australian and overseas designers
- Discuss design and production techniques using appropriate terminology
- Use computer programs and software as well as drawing techniques
Visual Communication: Products and Promotions 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 (a blog in Janison).

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 Semester 1 and 2.

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 at the beginning of this course.
This subject is an online course. Students undertaking this subject must have regular access to an **MS Windows** based computer with an Internet connection and an email address. If you do not have an e-mail address then get a Gmail or “Yahoo” free email account from [http://mail.yahoo.com](http://mail.yahoo.com) which has 1 gigabyte of storage, or you can use [www.Live.com.au](http://www.Live.com.au)

Students learn to use utility programs to maintain computer performance, virus and malware programs are tested and evaluated, the basics of the internet are explored, MS Office is used to create form letters and macros. Advanced techniques in MS Excel are explored and finally, students learn the basics of web design and then create a web site.

This Computer subject is based on the Windows XP platform or later. **This course is not suitable for Macintosh computers** as many of the programs used in this course are not available for Mac computers. The course is available on CD ROM or on-line at the DECV website.

If you are unsure of what is required or don’t have the stated system requirements please contact a Computer Studies Teacher.

**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:

- 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 planning and preparing food, then this subject is perfect for you. You will be led through the stages of the design process where you will investigate, design, produce and evaluate your dishes to a given design brief. You will also have the opportunity to explore foods from around the world including Italy, Mexico, Greece and Asia 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 the 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 program 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.

Media Studies: Getting Started 327

The course aims to develop student’s awareness of the Media and 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: 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.

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’.

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 2014 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 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 both Semesters. 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. 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 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. Chemical reactions are used to produce a range of products and can occur at different rates. Global systems, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere. Energy conservation can be explained by describing energy transfers and transformations.

U 2 Can B a Global Citizen 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
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**  
*Will be offered 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**  
*Will be offered 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  
*Will be offered 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  
*Will be offered in Semester 1 and 2.*

The purpose of this unit is to focus on the development of organisational 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

Will be offered 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

Will be offered in Semester 2 only

The theme of this VCAL Unit is 'Advanced Work Placement'. Students are expected to organise a work placement (structured workplace learning) of approximately 80 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 1 529 AR011
5-6 hours per week

This unit has two areas of study: Outcome 1: Art and Meaning and Outcome 2: Artmaking and Personal Meaning. Students will analyse and interpret a variety of artworks using the Formal and Personal Frameworks. Students will 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. Assessment is based on a folio documenting process, one finished artwork, weekly written tasks and school assessed tasks.

Text is required – Check DECV Booklist.

Art Unit 2 729 AR022
5-6 hours per week

This unit provides students with further investigation into art forms and media of their choice. Students will present visual creative responses that demonstrate their personal interests through trialling techniques, materials and processes. Students will analyse and interpret a variety of artworks using the Formal, Personal and Cultural Frameworks. They will also reflect upon and analyse their own art making. Assessment is based on a folio documenting process, one finished artwork, weekly written tasks and school assessed tasks.

No text for Units 1 and 2.
Art Unit 3 629 AR033
6-8 hours per week
THIS IS AN ONLINE COURSE

Outcome 1: Interpreting Art.
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.
Outcome 2: Investigation and Interpretation through artmaking.

Students produce a practical body of work with at least one finished artwork, by exploring personal ideas and concepts through conceptual and practical investigations, supported by written and visual annotation.

Art Unit 4 829 AR034
6-8 hours per week
THIS IS AN ONLINE COURSE

Outcome 1: Discussing and Debating Art.
This unit focuses on discussing and debating of art issues using selected artworks supported by commentaries and Analytical Frameworks.
Outcome 2: Realisation and Resolution.

Students continue to develop and refine a body of work drawn from Unit 3 explorations. This part of the folio is the basis from which consolidated ideas and practice are produced to complete at least one finished artwork. The practical work is supported by the documentation of thinking and working practices; reflecting exploration, experimentation and skill.

No text for Units 3 and 4

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 blocks 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 the body’s 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. Students also need to access the internet each week.

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. Students also need to access the internet each week.

**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.

Same text as Unit 2.

**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.

Business Management Unit 4 821 BM034
Managing people and change
6-8 hours per week

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

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.

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.

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, redox titrations, 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 of this Unit. 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.
It is strongly recommended that Units 1 and 2 Chemistry have been completed before undertaking study in Units 3 and 4 Chemistry.

We also recommend Students attempt the pre-test before enrolling into this subject. It can be found on the DECV web site at www.distance.vic.edu.au

Text is required – Check DECV Booklist.

Chemistry Unit 4 851 CH034 8 hours per week

In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. They also investigate how energy is produced from available resources and consider the efficiencies, advantages and disadvantages of each energy resource. The operating principles of galvanic and electrolytic cells and fuel cells are also studied.

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 3 and 4.

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 guidelines.

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 basic anatomy and physiology. They create their own dance works and document the dance making process involved. They also create structured improvisations and learn about the various choreographic principles involved in choreographing dances, using VCE Dance terminology. They also analyse dance works and discuss influences on choreographers and their own choreographic experiences. They learn, perform and discuss a Learnt group dance work at a workshop in Melbourne.

Text is required – Check DECV Booklist.

Dance Unit 2 728 DA022
5-6 hours per week

In Unit 2 students expand their analytical skills and movement vocabulary through improvisation and the exploration of the elements of movement and various choreographic principles. They choreograph, rehearse and perform a solo dance work and improvisations, and document the dance making processes involved. They perform a learnt dance at their studio and document the processes. They also are introduced to the history of dance and dance analysis 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 learn, interpret and perform a group dance work choreographed by their DECV Dance teacher at the first workshop held in 2014. Students will analyse influences on two prescribed solo dance works from the twentieth or twenty-first centuries and analyse how the choreographer explores expressive use of phrases and sections. 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 the development of a unified solo dance work. This process is informed through analysis of the 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 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.

Texts are required – Check DECV Booklist.
English as an Additional Language (EAL) (formerly ESL)
Unit 3 602 EN093  Unit 4 802 EN094
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,

and
- 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 practises 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 production plans utilising a range of complex processes for a major SAT folio (40% of the score) consisting of a set of four to five food items, which is carried into Unit 4.

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

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. Internet access is required in this study.

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 groundwork 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 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 malaria.

*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 affecting health and individual human development of youth, 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 health and development across lifespan stages in this unit, to include prenatal, childhood and adulthood. For each lifespan stage, students will investigate the determinants or factors that can affect health and development at the given lifespan stage.

Students identify issues that affect the human development of Australia’s population. Students will analyse personal, community and government strategies and programs that affect the health and human development of a range of lifespan groups.

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 physical environment, 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

Will be 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 the 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

Will be 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 and 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: Australian History
Unit 4 812 HI084
6-8 hours per week

This Unit also consists of two areas of study, the first of which continues the exploration of the ideas and visions underpinning Australian society by examining a time when these visions were under threat, the period of the Great Depression in the 1930s. The emphasis is on the ways in which Australians responded to the threat that this crisis posed to accepted visions of Australian society, and whether this led to a rethinking of old certainties. We will also examine the impact of these experiences on change and social cohesion.

The second area of study examines changing Australian attitudes in relation to Australia’s commitment to the war in Vietnam 1965-72 and the policy of selective conscription that was an increasingly controversial element of this involvement.

School-assessed coursework consists of an essay on the various ways in which Australians responded to the crisis of the Great Depression, and an analysis of written and visual representations evaluating the extent to which changing attitudes are evident at two significant points in this period – 1965 and 1970.

Text is required – Check DECV Booklist.

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

This unit will focus on the French Revolution, and will examine the period of massive social and political upheaval between 1781 and 1795. Many historians see this period as a critical juncture in world history – It not only radically changed how France was run, but it challenged engrained understanding about how people should be governed throughout the world, right up until this day.

Despite its undoubted importance, there is still fierce debate about what the events of this period should mean for us today. For some, the French Revolution is seen to have successfully disposed of royal tyranny and promoted the cause of rational thought, representative government and individual liberty worldwide. For others, the French revolution is remembered for its violence, terror and repression. In this course, you will be immersed into this fiercely contested and incredibly important period of history.

The unit consists of two areas of study:
- Revolutionary ideas, leaders, movements and events
- Creating a new society.

Student performance will be assessed by two SAC tasks, encompassing key knowledge and skills based on each area of study. The SAC tasks will involve a research report and a historiographical exercise.

Text is required – Check DECV Booklist.
History: Revolutions Unit 4
The Chinese Revolution 815 HI134
6-8 hours per week

This unit involves the study of the Chinese Revolution, from 1898 to 1976. You will consider how pressure from foreign powers, internal corruption, radical ideas and new revolutionary leaders were able to bring down the two-thousand-year-old imperial system and led to the eventual triumph of the Chinese Communist Party in 1949. You will consider the changes brought about by the new order, including the ‘Great Leap Forward’, and the so-called ‘Great Proletarian Cultural Revolution’. You will consider to what extent the transformation which the revolutionaries had hoped for was able to be achieved.

Today China is rapidly becoming a global superpower, boasting a population of over 1.3 billion people and the second largest economy in the world. In order to understand China’s position today, we need to understand the radical transformation which occurred during the past century.

The unit consists of two areas of study:
- Revolutionary ideas, leaders, movements and events
- Creating a new society.

Student performance will be assessed by two SAC tasks, encompassing key knowledge and skills based on each area of study. The SAC tasks will involve an analysis of a visual or written representation and an essay.

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

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. This an online unit students require a computer and Internet access.

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

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.

This an online unit students require a computer and Internet access.

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
Issues in Civil law
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-makings 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, an investigation of courts as law-makers including an evaluation of 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 contributing 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 text including poetry, prose, drama and/or non-print in order to explore and deepen their understanding and refine their ability to discuss the way such texts illuminate human experience.

Texts are required – Check DECV Booklist.

Note that this study requires competent literacy skills 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 immerse themselves in a range of historical and contemporary texts and study literary features such as language, narration, characterisation and ideas in order to deepen their understanding of the complex concerns explored, and the ways culture can influence how texts are interpreted.

Texts are required – Check DECV Booklist.

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

Literature Unit 3 604 LI013  
Unit 4 804 LI014  
6-8 hours per week

Literature is the intimate record of people’s values, ideas, loves and conflicts. It helps us make sense of our experience of life. Unit 3 and 4 Literature involves exploring the ideas implicit in a range of texts including poetry, drama, prose and film. Students engage in close and detailed analysis of how meaning is created through the use of language, literary devices and production elements. A variety of viewpoints on aspects of the texts will be considered as students undergo the process of developing and justifying their own interpretations. The units will focus on the significance and implications of the views and values examined, while considering the role of form, genre and context in the creation of literary works.

Texts are required – Check DECV Booklist.

Note that these units of study require 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.
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 and the Casio Classpad calculators. 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 and the Casio Classpad calculators. 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 and Casio Classpad calculators; however, students may use any VCAA approved CAS calculators.

No text is required.

Maths: General Mathematics (Advanced) Unit 2 742 MA072
5-6 hours per week

See the 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.

Topics covered are coordinate geometry, complex numbers, shape and measurement. We also cover geometry in 2 and 3 dimensions, vectors and kinematics. 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 and Casio Classpad calculators; 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 Casio ClassPad 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 Casio ClassPad calculators but students may use any VCAA approved CAS calculator. Digital parallel Casio Classpad calculator 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 at 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. Digital parallel Casio ClassPad calculator 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 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 (CAS) Units 1 and 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 the Texas Instruments TI nspire CAS and Casio ClassPad calculators; however, students may use any VCAA approved calculator.

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.

All calculator instructions are based on the Texas Instruments TI nspire CAS and Casio ClassPad calculators; however, students may use any VCAA approved calculator.

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 CAS calculator. Digital parallel Casio Classpad calculator instructions are included with the course material.

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 CAS calculator. Digital parallel Casio Classpad calculator instructions are included with the course material.

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 be taken in Semester 1 only

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. Check DECV Booklist.

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

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. Check 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 Production Design Plan that outlines their idea for a media product which they will produce in Unit 4.

Textbook is required – Check DECV Booklist. This is an online unit. Internet access is required.

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 Production Design Plan for in Unit 3. Students develop knowledge regarding society’s values and identify how these values both reflect and shape media texts. Students are also required to critically analyse the perceived influence of media on audiences and discuss issues in assessing this influence.

Textbook is required – Check DECV Booklist. This is an online unit. Internet access is required.

Music Styles 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, West African and Baroque music.

The origins of Soul (including Gospel and Rhythm and Blues) are covered with artists such as Ray Charles and Aretha Franklin featured. Different aspects of West 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 online, 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 Styles 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, animation and film. They explore ways in which composers in these art-forms work within creative teams of writers, directors, and filmmakers to achieve agreed artistic goals.

Every week in the online 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 compose music for films and/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 Styles 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.

Music Styles 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

Will be offered in Semester 1 only.

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

VCE Philosophy offers challenging courses for students of the humanities, sciences and mathematics. 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.

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

- 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? Is ‘truth’ possible? What is the relationship between knowledge and belief?

The emphasis in our exploration is philosophical inquiry, that is, 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 access to the Internet for 5-6 hours a week.** All course materials are accessed and assignments are completed and submitted online. It is a condition of enrolment that students provide an email address and are able to communicate with teachers by phone and email.

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

*Will be offered in Semester 2 only.*

Please see the Unit 1 Introduction.

What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can values be defended or criticised? In Unit 2 students will investigate the philosophical problems surrounding ethical reasoning and political philosophy.

In ethics and moral philosophy, students will explore contemporary and historical responses to the following questions: What does it mean to be good or bad? How do we make moral judgements? Why should I act morally? and Are there any right answers in morality? In political philosophy, students will undertake a philosophical inquiry into concepts including: freedom, anarchy, liberty, justice, animal rights and the notion of community.

Students will develop analytical and evaluative skills through formal study of philosophical 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 access to the Internet for 5-6 hours a week.** All course materials are accessed and assignments are completed and submitted online. It is a condition of enrolment that students provide an email address and are able to communicate with teachers by phone and email.

**Philosophy Unit 3 608 PL033**
Mind, Body & Psyche – Personal Identity
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 epistemology and metaphysics undertaken as part of Philosophy Unit 1, but study of that subject is not necessary to successful completion of Unit 3.

How did ancient Greek philosophers describe the ‘psyche’, or the soul? How does this differ from modern views of the mind? Can consciousness be accounted for in purely physical terms? Do animals ponder? Are humans the only entities that can think? What counts as reliable knowledge? Is scientific knowledge the truest? These are some of the questions that will occupy us in our studies of Mind, Body & Psyche.

What makes ‘me’ the same person that existed 10 years ago in the past? Will I be the same person in 10 years? Is a person the same thing as the human animal? What is the self? If there is no such thing as the self, how can we hold people responsible for their actions? In what way could we think about life after death? These are some of the questions that will occupy us in our studies of Personal Identity.

*Text is required – Check DECV Booklist.*

**Philosophy Unit 4 808 PL034**
The Good Life
6-8 hours per week

Unit 4 develops and extends the philosophical inquiry undertaken in Philosophy Unit 2 into the nature of ethics and the good (see Philosophy Unit 2 description), but study of that subject is not necessary to successful completion of Unit 4.

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 Australian philosopher
Peter Singer among modern thinkers. These philosophical ideas on the Good Life will be compared with those promoted by another ethical tradition – for instance Buddhism or Human Rights. Students will use the understandings developed throughout the course to respond to ethical issues in the contemporary world, such as debates surrounding technology and consumerism.

Text is required – Check DECV Booklist.

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 socio-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 a teacher-facilitated workshop/seminar 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 bio psychosocial 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 and their own email address (that will store greater than 100 MB of data, use Gmail or Live)

This subject is not sent out in print form.

This subject is available on CD or Online only. PHP Text is required – Check DECV Booklist.

This Unit 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.

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
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
5-6 hours per week
THIS IS AN ONLINE COURSE

Introduction to Visual Communication and Design.

This unit focuses on using visual language to communicate messages, ideas and concepts. Students learn drawing skills and design knowledge to; enable them to research designers, generate ideas to develop concepts, in visual communications.

Students will produce three distinct folios to satisfy the outcomes. On completion of the first folio, students will be able to create different types of drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field. The second folio provides experiences that engage in the practice of the design elements and principles in visual communication, to create, effective solutions for a specific audience. The unit concludes with research and a written essay on visual communication by past and contemporary design styles.

Text is required – Check DECV Booklist.

Visual Communication and Design
Unit 2 733 VC022
5-6 hours per week
THIS IS AN ONLINE COURSE

Applications of Visual Communication and Design

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields.

This semester, students will complete three individual folios. Students begin with, technical drawing in context followed by, type, imagery and packaging communication purpose, and lastly, a folio on the design process.

During the course, students will produce; presentation drawings, visual communication design, and respond to the design process. Together, the folios, promote students’ engagement by responding to a design brief, researching the topics, generating ideas and developing concepts by using suitable selections visual communications and design methods.

Text is required – Check DECV Booklist.

Visual Communication and Design
Unit 3 633 VC033
Visual Communication Practices
6-8 hours per week
THIS IS AN ONLINE COURSE

This unit focuses on the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. Students are given a design brief and investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when creating an appropriate solution for their ‘client’. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. Students will be preparing for Unit 4 practical work by establishing a design brief which identifies and describes a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work.

Text is required – Check DECV Booklist.
This unit focuses on students developing design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs. Students continue the design process started in Unit 3 by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused. Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

*Text is required – Check DECV Booklist.*
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, 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](http://www.distance.vic.edu.au)
DANCE PRE-ENROLMENT FORM UNITS 1 – 4 2014

Student Name: ____________________________________________________________________________________

Student Address: ____________________________________________________________________________________ Postcode: _____________________

Mobile: ____________________________ Students 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 workshops/seminars 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.
- Internet

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 Attendance Records – 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 2014
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

Students in Years 7-10 enrolling in 2 or more subjects & students in Years 11-12 enrolling in 3 or more subjects must not use this application form. The home school must contact the DECV for the appropriate application form.**

<table>
<thead>
<tr>
<th>Home School Information</th>
<th>All schools must complete this section</th>
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<tbody>
<tr>
<td>Name of School</td>
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<td>School Postal Address</td>
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<th>Student Information</th>
<th>All students must complete this section</th>
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<tr>
<td>Year Level Enrolling in the DECV in 2014</td>
<td>Year Level Enrolling in the DECV in 2014</td>
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<td>Have you enrolled with DECV before?</td>
<td>Have you enrolled with DECV before?</td>
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<td>Previous DECV No. (If known)</td>
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<td>Family Name</td>
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<td>Second Name:</td>
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<td>Date of Birth (dd-mm-yyyy)</td>
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<td>Gender</td>
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<td>Student Contact Email</td>
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<td>Student Mobile Number</td>
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<th>Student Address Details:</th>
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<td>Street Address</td>
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<td>Suburb/Town</td>
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<td>State</td>
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<td>Home Phone Number</td>
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<th>ENROLMENT OFFICE USE ONLY</th>
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<td>Enrol Officer:</td>
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<td>Enrolment Date:</td>
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<td>Computer Generated Student ID:</td>
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<td>Materials Charge:</td>
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<td>Credit Card</td>
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<td>Fees Due:</td>
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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.

### Examples:

<table>
<thead>
<tr>
<th>Subject title</th>
<th>Unit code</th>
<th>Semester</th>
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<tbody>
<tr>
<td>English Unit 1</td>
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<td>□ Sem 1</td>
</tr>
<tr>
<td>General Mathematics (Standard) Unit 1</td>
<td>541MA071</td>
<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 email 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**

List the reasons why you are enrolling at the DECV

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 ASD/Aspergers?   □ No  □ Yes

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

If Yes, list details: [ ]

Page 55
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, 14 February 2014 (NB Semester 1 courses commence 3 February)
VCE Units 1 and 2 only, Friday, 27 June 2014 (NB Semester 2 courses commence 16 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 (see ** on page one).

5. Is this a full fee paying international student?

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**Primary Carer's Contact Details**

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<th>Title</th>
<th>Family Name</th>
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<tr>
<th>Carer's Relationship to Student (Tick one)</th>
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<tr>
<td>☐ Parent</td>
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<td>☐ Step-Parent</td>
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**Home School Principal Section**

**This section must be completed by the Principal**

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, 14 February 2014 (NB Semester 1 courses commence 3 February)
   VCE Units 1 and 2 only, Friday, 27 June 2014 (NB Semester 2 courses commence 16 June)

2. Have you included the correct fees with this application?
   ☐ Yes ☐ No

3. Have you signed this application?
   ☐ Yes

4. Is this a PART TIME enrolment?
   ☐ Yes
   **DO NOT use this form for FULL TIME DECV enrolment, contact the DECV for the appropriate form (see ** on page one).**

5. Is this a full fee paying international student?
   ☐ Yes ☐ No

---

**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
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Principal's Signature
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**Home School Supervisor Section**

**This section must be completed by the Supervisor**

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<thead>
<tr>
<th>Supervisor's Family Name</th>
<th>Supervisor's First Name</th>
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<th>Supervisor's School Phone Number</th>
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| 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.

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