2013 Senior Campus Course Handbook

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Our college motto is ‘developing successful learners for the world community’. Exactly what does this motto mean to you? And what will it mean to you in five or ten years time?

At Traralgon College we believe that a ‘successful learner’ is someone who knows how to learn, unlearn and relearn so that they can adapt to change. Learning in the world community means being able to exploit opportunities that are presented to you; having the knowledge and skills that are relevant in the Latrobe Valley and in other places around the world.

Our power, paper and agricultural industries source much expertise internationally to achieve increasing environmental and economic efficiency and many local workers benefit from this exchange of knowledge and skills. Many of our graduating students seek employment in these industries, and we want to ensure that graduates have the required skills. Other graduating students are eager to pursue options further afield, and we can offer programs to support these pathways as well.

Technology is increasingly used as a way to reduce geographic separation and to allow for flexibility and adaptability in work location and the types of work undertaken and our Netbook program is designed to ensure students have a ‘head start’ using some of these communication tools.

To fully succeed in this world we need to be flexible, tolerant and adaptable in our thinking so we can truly be part of the ‘world community’ and exploit all that it has to offer us.

For students and families looking at this resource now is one of the times when you can assess your success as a student and consider the best options available to you.

Traralgon College’s Senior Campus is where you will get to build on what you have learned in junior classes and explore the wide range of pathways that we make available. The key qualifications we enable students to attain are as follows:

• Victorian Certificate of Education (VCE) with an ATAR score; can lead to further education at a university or TAFE. It also remains the most popular school completion certificate that represents a ‘baseline’ achievement for many employers.
• Victorian Certificate of Applied Learning (VCAL) is very flexible and is focused on extending students learning through a focus on ‘applied learning’. It prepares students for the world of work as well as TAFE and other tertiary study.
• Vocational Education & Training (VET) subjects allow students interested in vocational subjects like Engineering, Automotive and Furnishing to gain credit in a future apprenticeship or tertiary course; they also contribute towards VCAL and as a VCE subject.
• Australian School Based Apprenticeships (SBA)

Year 10 students are able to opt into some Year 11 VCE and or VET subjects (Early Start). They also have more choice of subjects at Year 10 level than most junior programs offer – our numbers and teacher expertise enable us to offer a wide range of courses; certainly enough to cater for prerequisites at any tertiary institution.

We have many extracurricular activities and support systems in place to ensure students get a well rounded education. I would urge all students to consider getting involved in one or more of the following: Student Leadership, the music program, Rock Eisteddfod, the Arts Festival, the Sport Program, the Students Access Monash program.

They key to success is making sensible and informed choices. Our staff are available to work with students and their families through course counselling during terms 3 and 4. Please take advantage of this service.

I wish all students the very best in their future studies whichever pathway or course they choose.

Paul van Breugel
College Principal
At year 10 students choose 6 subjects each semester. These must include Core English and Mathematics and one unit of Physical Education. Remaining elective subjects are chosen from across key learning areas. Some subjects run for the entire year to support knowledge and skill development and others run as standalone semester units. Students may be recommended to undertake an “Early Start” VCE subject while in Year 10.

At Year 11 students decide whether Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) best suits their future needs.

VCE - Students choose 6 subjects each semester with the opportunity to make course changes at midyear. Students must include English. Mathematics is highly recommended. Students should take careful note of Year 12 Subject Prerequisites when choosing their course. Students may include a VET program.

VCAL - Students participate in a project-based curriculum that works towards outcomes in numeracy, literacy and work-related skills. Students are at school 3 days a week while participating in a VET program and a work placement for the remaining two days.

At Year 12 students continue their VCE or VCAL pathway. VCE students choose 5 Unit 3-4 sequences, including English.
Introduction

Year 10: Preparation for final years of study

Year 10 is considered a preliminary VCE year where students can prepare for their VCE/VCAL studies. It forms a bridge between the middle years of schooling and their senior years. This is reflected in the general curriculum structure of Year 10 and also by the attitudes and achievement expected from students.

**VCE: Victorian Certificate of Education**

As a senior campus, the College offers a wide range of studies accredited by the Victorian Curriculum and Assessment Authority.

**VCAL: Victorian Certificate of Applied Learning**

This alternative qualification for Years 11 and 12 students is focused on applied learning. Flexible learning programs consist of a project that students work on, VET units and can also include VCE units. The VCAL will improve students’ access to pathways into further education, training and employment.

**Early Start:**

Students in Year 10 can undertake unit 1 and 2 VCE studies and Year 11 students can undertake unit 3 and 4 VCE studies in some subject areas.

**VET: Vocational Education and Training**

A diverse range of nationally accredited Vocational Programs are available. See the VET Handbook for more information.

**ASBA: Australian School Based Apprenticeships**

A variety of career paths are available as part-time apprenticeships where students spend time in the workforce and at school each week.

**Enhancement Studies:**

Students in Year 12 who have successfully completed a VCE Unit 3 & 4 sequence in year 11, may be eligible to Undertake
Set your goals and plan ahead
You will make the best of your educational opportunities if you set goals and plan your future. If you are enrolled at Traralgon College in 2012, you will do this as part of your TLC lessons.

Start planning for your future by exploring options. Completing online job tests like the one at www.myfuture.com.au can be a good way to start. Alternatively, consider asking yourself some basic questions:

- **What are my strengths and skills?**
  Explore your abilities, talents and interests. Be generous to yourself - do not sell yourself short.

- **What sort of careers are available?**
  Explore a wide range of career options. Include some you might not automatically think about and find out about some you have never heard of.

- **What do I need to know about Further Education and Training?**
  Develop an understanding of the requirements of further training such as University and TAFE courses, Apprenticeships and Traineeships.

- **How can the programs at school help?**
  You need to develop an understanding of all programs offered at the college, in particular in your senior years. Programs offered are VCE, VCAL & VET which can assist you to match your career goals with an appropriate program.
Making a Decision

**Have I explored a range of careers?**
- Open Days at Uni, TAFE, etc.
- Careers Expos
- Industry Visits
- Careers Advisors
- TLC Teachers

**What are my interests and abilities?**
Job Test & Job Guide
www.myfuture.com.au
http://www.jobguide.deewr.gov.au

**What are the training, education or university requirements?**
- Careers Advisors
- Job Guide for Victoria
  http://www.jobguide.deewr.gov.au
- VTAC guide for Victoria
  www.vtac.edu.au
- My Future website
  www.myfuture.com.au
- VTAC website
  www.vtac.edu.au
- TAFE handbooks
- University handbooks
- Support Agencies

**What are my preferred career options?**
- TLC and Careers teachers
- Research your options
- Work Experience
- Goal Setting

**Which program will be most useful?**
- VCE
- VCE Early Start
- VCAL
- VET
- Australian School Based Apprenticeship

**Which subjects will help me attain my career goals?**
- Course Counselling
- Involvement by students, parents, teachers, TLC teachers, careers advisors
- Work Experience

**QUICK LINKS**
- Introduction
- Year 10 Course Guide
- VCE Course Guide
- VET Course Guide
- Student Forms
COURSE SELECTIONS
An extensive Course Counselling process takes place during Term 3. Each student is provided with individual course counselling. Parents are expected to accompany their child to assist in final decision making. Final course selections should be submitted by the 24th August.

COURSE SELECTION CONFIRMATION
Courses are confirmed in December when student results are available, and when College staffing details and other resources have been established.

COURSE CHANGES
Course changes can only be made within the first two weeks of each semester.

VCE ENROLMENT
VCE Students are required to enrol with the VCAA (Victorian Curriculum and Assessment Authority) as well as with the College. This enrolment is organised by the college.

It is the students’ responsibility to ensure that their enrolments are correct by following College Administrative procedures, attending relevant meetings and checking VCE ‘full details’ sheets and other enrolment information as they are issued.

A PRELIMINARY VCE YEAR
The Year 10 curriculum is based on the idea that this year level should form a bridge between the middle and senior years of schooling. This is reflected by:
- Style of Year 10 units
- Assessment of Year 10 units
- Course requirements
- Course expectations.

YEAR 10 UNITS

Year 10 units are designed with two aims:
- To extend skills and knowledge prescribed in the junior and middle years of schooling by the Victorian Essential Learning Standards.
- To provide an introduction to related VCE/VCAL Studies.

COURSE EXPECTATIONS

Students who successfully meet the course expectations as shown will have proven their readiness to commence a full VCE/VCAL program. Students who do not meet these expectations will be counselled regarding their future options.

YEAR 10 ASSESSMENT

Victorian Essential Learning Standards (Assessment)

A. Well above the standard expected at this time of year
B. Above the standard expected at this time of year
C. At the standard expected at this time of year
D. Below the standard expected at this time of year
E. Well below the standard expected at this time of year

Assessment Components
- Appropriate standard of achievement. ‘C’ or higher
- Student attitude
- Student behaviour
- Student Maturity
- Student skill level
- Student effort in class and at home (home study program)

Progression to a higher level of study will be automatic where students achieve a standard of ‘C’ or higher in all subjects.

Progression to further or higher study where students achieve less than a ‘C’ standard in all subjects will be subject to a student/teacher/parent review. This review will determine the students’ best pathway and will be considerate of all assessment components.
**VCE Studies and Units**

The VCE consists of over 40 subjects called studies. Each of these studies consist of 4 units. Each unit is one semester (half year). E.g. The Art Study consists of the following 4 units:

- **ART 1**
- **ART 2**
- **ART 3**
- **ART 4**

Units 1 and 2 are generally taken in Year 11. Units 3 and 4 are more rigorous and generally taken in Year 12. They must be taken as a 3-4 sequence; they must be taken as full year subjects.

Students doing the VCE often plan a program of 22 to 24 units taken over a 2-year period. Some students however plan their VCE over a longer period; such as three years.

The units students select to form their program obviously should reflect career needs and interests. However, students must also take into account Victorian Curriculum and Assessment Authority graduation requirements.

**VCE GRADUATION REQUIREMENTS**

- 3 units from the English Group, with at least 1 unit at Year 12 level.
- At least three Unit 3-4 sequences not in the English Group
- At least 16 units all together
- The 16 units may include an unlimited number of units of Vocational Education and Training

**EARLY START**

Year 10 students can enhance their Year 10 studies by choosing from a full range of VCE studies. ‘Early Start’ subjects can facilitate further enhancements in later years i.e. doing a Year 12 study in Year 11.

Early Start is suitable for students seeking a high ATAR score and have clear goals about what they intend to achieve during VCE. Students must be aware that good progress will need to be demonstrated before undertaking an “Early Start” study.

**VCE PROGRAMS WITH YEAR 10 SUBJECTS**

Some students find it useful to include a Year 10 subject in their VCE program. This can allow them to pursue a particular interest or review the basics of a particular Learning Area before undertaking the matching VCE unit.
SATISFACTORY COMPLETION
To complete a unit of study students will need to demonstrate achievement of learning outcomes. The Victorian Curriculum and Assessment Authority specify the learning outcomes in VCE studies. For Year 10 units the learning outcomes will be designed to form a lead in to related VCE studies and to meet the requirements of the Victorian Essential Learning Standards (VELS).

LEVELS OF ACHIEVEMENT
Graded assessments are derived from a range of tasks including normal course work, assignments, productions, folios, tests and examinations. In most units assessment tasks will be completed in the classroom, some under test conditions. They are graded with a letter grade according to specific criteria:

A+, A, B+, B, C+, C, D+, D, E+, E, UG, NA.

ASSESSMENTS

SCHOOL ASSESSED COURSEWORK (SACS)
A variety of tasks and assessments undertaken in class. This may include projects, tests, essays, practicals, problem-solving tasks and assignments.

SCHOOL ASSESSED TASKS (SATS)
These are longer-term tasks undertaken over most of the semester such as production tasks and folios.

In 3-4 sequences, these tasks are set and monitored by the Victorian Curriculum and Assessment Authority in order to ensure fair and comparable assessment.

EXAMINATIONS
All students will have examinations at mid-year and end of year.

The Study Score
Each unit 3 or 4 study has between 2 and 4 graded assessments which are compiled into a study score. The maximum study score is 50.

The ATAR
The ATAR is based on the Study Scores achieved in 3-4 sequences. It is a key measure used to determine University entry.

It is derived from the SCALED study scores in

- English/ESL (or Literature)
- The best three 3-4 sequences
- 10% of the next two best sequences.
Students intending to complete VCAL should make

**What is VCAL?**

The Victorian Certificate of Applied Learning is designed to be an engaging program that offers students more control over what they study at school. It involves negotiating programs with students and learning literacy, numeracy, personal development and work related skills within the context of a career or interest area that is relevant to the student. In VCAL at Traralgon College, students undertake a VET, or other external course for 1 day per week, and a work placement for one day.

**The principles underpinning the VCAL are:**

- Providing authentic, accredited pathways for senior secondary students
- Tailoring a program to suit students’ interests
- Providing structured opportunities for personal development
- Developing work related and industry specific skills.

**What is applied learning?**

In traditional schooling, skills and knowledge are taught by a teacher to the students. Students learn and remember these skills and knowledges and use them later in life. In an applied learning, all learning takes place within the context of a real world problem or project. Students generate new knowledge and skills by solving problems that are important and have meaning to them. In this model, teachers become facilitators who help students achieve their goals, rather than providing them with the information.
2013 Changes to VCAL

In 2012, the VCAL course consisted of 4 separate classes that students would attend (literacy, numeracy, work related skills and personal development) along with 1 day of VET and one day of a work placement. During 2012, we are conducting a review of our VCAL program and are designing a new program for implementation at the beginning of 2013.

Students are able to apply for a place in the VCAL program now, but are expected to also select VCE subjects. At this stage, the number of students who will be able to enrol in the VCAL program is unknown.

When deciding whether or not VCAL is an appropriate option, students should consider whether or not they have a career they are interested in pursuing now, an strong area of interest or something they are good at outside of school, or an idea for a project (either individual or group) that they would be interested in undertaking at school.

Application Process

- Students interested in undertaking the VCAL program need to record their intention to do so on their course selection form and indicate an area of interest that they currently have.
- All students applying for VCAL will also select a VCE course, in the case that they are not able to be enrolled in VCAL.
- As soon as a student knows of their intention to enrol in VCAL, they should start to look for a work placement.
- Once more details of the 2013 program are in place, students will undergo a selection process to determine the most appropriate students for the course.
- Students that have a strong interest area or idea they are excited about pursuing and show an intention or ability to be self directed are likely to be considered most suitable for enrollment. Having organised a work placement will be seen as a strong indicator of a students intention to participate actively in the program.

VET programs are training programs with a particular vocational or job focus and are designed to lead to further training or direct entry into the workforce. Contributing to both the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL), all senior students have the opportunity to enrol in a VET Program.
Application / Enrolment
Students interested in undertaking a VET subject should arrange a meeting with the VET Coordinator. For current senior campus students, these may take place during TLC classes and appointments can be made by signing up on the VET Notice Board in the West Wing. For Junior Campus students, appointments will be made through form group teachers.

Please note that Year 10 students are only able to undertake VET programs that are delivered and assessed by Traralgon College: Automotive, Engineering and Furnishing (Cabinet Making).

VET Programs have limited enrolment numbers and acceptance will be based on a number of factors including the motivation, teacher recommendations and demonstrated interest in the vocational area. Unfortunately, not all students who apply will be accepted into a VET program.

All students starting a VET subject in 2013 are required to attend a compulsory Orientation Day in November 2012, details will be provided to accepted students closer to the date.

Outcomes
VET Programs consist of a set of work skills called Units of Competence (UoCs) and students who successfully achieve competencies in a VET program receive a nationally recognised Certificate or Statement of Attainment (awarded for partial completion of a certificate). Some VET Programs offer scored assessment in the Unit 3/4 sequence resulting in a study score that directly contributes to the ATAR. Because of the ability to gain a qualification prior to finishing school, many students have gone on to gain meaningful employment and/or enter TAFE at a tertiary level after completing a VET program.

Continuing VET Students
Students who have already completed their first year of training must see the VET Coordinator prior to course counselling to collect information regarding their second year of VET. This will ensure that their second year enrolment is processed. Students who fail to follow this process may find that their enrolment in VET will be withdrawn.
mments will be reviewed of those who did not complete their first year of VET successfully.

VET programs will only be delivered to Traralgon College students in 2013 if student numbers are viable and appropriate agreements are in place between Traralgon College, the Latrobe VET Cluster and relevant Registered Training Organisations. For more information see the VET section of this handbook.

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Beginning in 2013, Victorian schools will be progressively implementing the Australian National Curriculum. Development and trialling of this curriculum has been occurring over the last few years in order to identify key skills and understandings that are important for all Australian children and make sure that all students have the opportunities to develop these skills.

In Victoria, our current Victorian Essential Learning Standards (VELS) curriculum, which runs from Prep-year 10, will be changing to the new ‘AusVELS’ system, beginning with some initial changes in 2013. The changes to this the current curriculum are not substantial and will not have a major impact on the courses that students select for Year 10 using this handbook. 2013 changes occur only in the areas of Maths, Science, English and History. A brief summary of these changes is included below.

**VELS - AusVELS Changes**

- No changes to the overall, large scale structure of VELS - still involves ‘discipline based learning’, ‘interdisciplinary learning’ and ‘physical, personal and social learning’.
- Change from the current 6 achievement levels to 10 - corresponding to each Year Level.
- Some changes to the dimensions (content focus) of Maths, Science, English and History.
- Introduction of ‘priorities’ - themes relevant to Australia’s current social, political and environmental situation that will be examined throughout all subjects. These 3 priorities are:
  1. Aboriginal and Torres Straight Islander Histories and Cultures.
  2. Asia and Australia’s engagement with Asia.
  3. Sustainability

There are no changes to the current VCE program in the foreseeable future.

More information about the new AusVELS curriculum can be found at the AusVELS website

Selecting a Year 10 Course

In selecting subjects to design a Year 10 course, it is important to consider the following factors:

1. Your own passions/interest areas.
2. Developing core skills important for all other subjects and future learning.
3. Learning a wide range of skills/knowledge
4. Preparing for VCE/further studies.

In order to do ensure an appropriate course for each students, students must select from a range of compulsory and non-compulsory subjects.

Students need to follow the process’s below in order to choose their course.

COURSE SELECTION CRITERIA

- You must select an English class
- You must select a Maths class.
- You must select one elective unit from each of the remaining 5 Key Learning Departments
  (Art, Health & Physical Education, Humanities, Science and Technology)
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</tr>
<tr>
<td>AT236 Introduction to Visual Communication</td>
<td>Complete at least one of these units to prepare for VCE: Visual Communications and Design</td>
</tr>
<tr>
<td>AT237 Building Design</td>
<td></td>
</tr>
</tbody>
</table>
### Photography

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT262</td>
<td>Portrait Photography</td>
<td>Complete at least one of these units to prepare for VCE Studio Art</td>
</tr>
<tr>
<td>AT263</td>
<td>Advertising Photography</td>
<td>(Photography). Also a good preparation for general VCE Art and Studio Art</td>
</tr>
<tr>
<td>AT264</td>
<td>Landscape Photography</td>
<td></td>
</tr>
<tr>
<td>AT265</td>
<td>Beginners Photography</td>
<td></td>
</tr>
</tbody>
</table>

### Performing Arts

#### Drama

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT248/49</td>
<td>Performing Arts</td>
<td>Complete at least one of these units to prepare for VCE Drama</td>
</tr>
</tbody>
</table>

#### Music

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT251/52</td>
<td>Music Theory and Practice</td>
<td>Complete at least one of these units to prepare for VCE Music Performance</td>
</tr>
</tbody>
</table>

#### Media

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT270</td>
<td>The Basics of Media</td>
<td>Complete at least one of these units to prepare for VCE Media</td>
</tr>
<tr>
<td>AT273</td>
<td>Film Production in Media</td>
<td></td>
</tr>
<tr>
<td>AT274</td>
<td>Hollywood and more</td>
<td></td>
</tr>
</tbody>
</table>

### English

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN204</td>
<td>Literature</td>
<td>VCE Literature</td>
</tr>
<tr>
<td>EN205</td>
<td>Freedom Writing</td>
<td></td>
</tr>
<tr>
<td>EN206</td>
<td>Introduction to Journalism</td>
<td></td>
</tr>
<tr>
<td>EN207</td>
<td>Introduction to English Language</td>
<td>VCE English Language</td>
</tr>
<tr>
<td>EN208</td>
<td>English with Bite</td>
<td></td>
</tr>
<tr>
<td>EN209</td>
<td>Movies in English</td>
<td></td>
</tr>
</tbody>
</table>

### Health and Physical Education

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP251</td>
<td>Team Sports</td>
<td>Complete at least one of these units to prepare for VCE Physical Education.</td>
</tr>
<tr>
<td>HP252</td>
<td>Individual Sports</td>
<td></td>
</tr>
<tr>
<td>HP253</td>
<td>AFL Draft Camp</td>
<td></td>
</tr>
<tr>
<td>HP254</td>
<td>Boot Camp</td>
<td></td>
</tr>
<tr>
<td>HP257</td>
<td>Girls PE</td>
<td></td>
</tr>
<tr>
<td>HP281</td>
<td>Outdoor Education – Water Based</td>
<td>VCE Outdoor &amp; Environmental Education</td>
</tr>
<tr>
<td>HP282</td>
<td>Outdoor Education – Land Based</td>
<td></td>
</tr>
<tr>
<td>HP256</td>
<td>Nutrition and Physical Activity</td>
<td>VCE Health and Human Development</td>
</tr>
<tr>
<td>HP258</td>
<td>Biggest Loser</td>
<td></td>
</tr>
</tbody>
</table>
# Year 10 Course Guide

## Humanities

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Code</th>
<th>Description</th>
<th>VCE Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Studies</td>
<td>HU221</td>
<td>Enterprise in Action</td>
<td>VCE Business Management</td>
</tr>
<tr>
<td></td>
<td>HU222</td>
<td>Money Markets and Millionaires</td>
<td>VCE Economics &amp; VCE Business Management</td>
</tr>
<tr>
<td></td>
<td>HU223</td>
<td>Accounting</td>
<td>VCE Accounting &amp; VCE Economics</td>
</tr>
</tbody>
</table>

## Legal Studies

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Code</th>
<th>Description</th>
<th>VCE Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HU231</td>
<td>Teenagers and the Law</td>
<td>VCE Legal Studies</td>
</tr>
</tbody>
</table>

## History

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Code</th>
<th>Description</th>
<th>VCE Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HU251/2</td>
<td>Rock through History</td>
<td>Complete at least one of these to prepare for VCE History. Also a good preparation for VCE International Politics</td>
</tr>
<tr>
<td></td>
<td>HU253</td>
<td>Australians at War part A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HU254</td>
<td>Australians at War part B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HU255</td>
<td>Freedom Fighters</td>
<td></td>
</tr>
</tbody>
</table>

## Geography

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Code</th>
<th>Description</th>
<th>VCE Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HU261</td>
<td>World Geography</td>
<td>VCE Geography &amp; VCE International Politics</td>
</tr>
<tr>
<td></td>
<td>HU262</td>
<td>33,000 Million Tonnes of Coal</td>
<td></td>
</tr>
</tbody>
</table>

## International Studies

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Code</th>
<th>Description</th>
<th>VCE Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HU271</td>
<td>International Studies</td>
<td>VCE International Politics, History, Geography, Legal Studies</td>
</tr>
<tr>
<td></td>
<td>HU272</td>
<td>People, Power, Politics</td>
<td></td>
</tr>
</tbody>
</table>

## Philosophy

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Code</th>
<th>Description</th>
<th>VCE Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HU280</td>
<td>Philosophy</td>
<td>VCE Philosophy</td>
</tr>
<tr>
<td></td>
<td>HU282</td>
<td>Myths and Legends</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HU284</td>
<td>Empires &amp; Leaders</td>
<td></td>
</tr>
</tbody>
</table>

## Languages other Than English (LOTE)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Code</th>
<th>Description</th>
<th>VCE Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LG201</td>
<td>German</td>
<td>VCE German</td>
</tr>
<tr>
<td></td>
<td>LG202</td>
<td>German</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LC210</td>
<td>Introducing Chinese (VET)</td>
<td>VET Chinese</td>
</tr>
</tbody>
</table>
### Science

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC251</td>
<td>Animals in Agriculture</td>
<td>Complete for <strong>VCE Agriculture</strong></td>
</tr>
<tr>
<td>SC263</td>
<td>Introduction to Horticulture</td>
<td></td>
</tr>
<tr>
<td>SC260</td>
<td>Living Things</td>
<td>Complete at least one of these units to prepare for <strong>VCE Biology</strong>, <strong>VCE Physical Education</strong> and <strong>VCE Environmental Science</strong></td>
</tr>
<tr>
<td>SC261</td>
<td>The Human Body</td>
<td></td>
</tr>
<tr>
<td>SC262</td>
<td>Environment &amp; Conservation</td>
<td></td>
</tr>
<tr>
<td>SC262</td>
<td>The Science of Sport</td>
<td></td>
</tr>
<tr>
<td>SC270</td>
<td>Chemical Reactions and Analysis</td>
<td><strong>VCE Chemistry</strong></td>
</tr>
<tr>
<td>SC284</td>
<td>Electronics</td>
<td>Complete 2 of these units to prepare for <strong>VCE Physics</strong></td>
</tr>
<tr>
<td>SC285</td>
<td>Physics of machines</td>
<td></td>
</tr>
<tr>
<td>SC295</td>
<td>Introduction to Psychology</td>
<td><strong>VCE Psychology</strong></td>
</tr>
</tbody>
</table>

### Technology

#### Automotive

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC269</td>
<td>Small Engines</td>
</tr>
<tr>
<td>TC270</td>
<td>Motor Mechanics for Girls</td>
</tr>
<tr>
<td>TC271</td>
<td>Automotive Technology</td>
</tr>
<tr>
<td>TC272</td>
<td>Systems Technology</td>
</tr>
</tbody>
</table>

#### Metal

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC236</td>
<td>Working with Metal</td>
</tr>
<tr>
<td>TC237</td>
<td>Metal Fabrication Skills</td>
</tr>
</tbody>
</table>

#### Wood

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC251</td>
<td>Practical Woodwork</td>
</tr>
<tr>
<td>TC254</td>
<td>Girls in Woodwork</td>
</tr>
</tbody>
</table>

---

Each of these Technology Units prepares students for VCE Technology Studies:
- Food and Technology
- Design and Technology

Students should choose contexts in their area of interest or chosen vocational area:
- Automotive
- Food
- Metal
- Wood
### Information Technology

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC284</td>
<td>Word Processing &amp; Desktop Publishing</td>
</tr>
<tr>
<td>TC285</td>
<td>Data Processing</td>
</tr>
<tr>
<td>TC286</td>
<td>Web Design</td>
</tr>
<tr>
<td>TC287</td>
<td>Web Programming</td>
</tr>
<tr>
<td>TC288</td>
<td>Computer Game Design</td>
</tr>
</tbody>
</table>

*Please note: The pathways included are recommendations only. Discuss options with subject teachers and careers advisors.*
**AT216 – STREET ART**

**Aim:**
To introduce students to the idea of art as a public spectacle by exploring the techniques and purpose of Street and Mural Art. This Unit is an introduction to VCE Art and VCE Studio Art.

**Areas of study:**
- Interpret ideas and experiences, express ideas visually using a variety of processes and materials
- Develop of a folio of completed art works
- Develop an understanding of ways that people affect and are affected by the visual environment

**VELS Dimensions:**
- Arts practice – ideas, skills, techniques and processes.
- Responding to the Arts – criticism, aesthetics and contexts.

Students will be assessed against the Victorian Essential Learning Standards

**Evidence of Achievement:**
- Drawing folio, sketches and developmental drawings.
- Research activity.
- Major completed artwork
- Exam

---

**AT217 – DRAWING**

**Aim:**
To introduce students to a range of visual concepts associated with a variety of art mediums. This Unit is an introduction to VCE Art and VCE Studio Art.

**Areas of study:**
- Development of a folio of artworks using a selection of art mediums and techniques such as: pencil, charcoal, ink and pastel
- Students will be required to keep a display folder containing art history, art techniques and exploratory sketches.

**VELS Dimensions:**
- Arts practice – ideas, skills, techniques and processes.
- Responding to the Arts – criticism, aesthetics and contexts.

Students will be assessed against the Victorian Essential Learning Standards

**Evidence of Achievement:**
- One completed artwork from each art medium
- Presentation folder
- Research activity.
- Exam
AT218 – GENERAL ART

Aim:
This unit will explore and experiment with a range of media. Students will study some of the major art movements and artists through history. This Unit is an introduction to VCE Art and VCE Studio Art.

Areas of study:
• Study selected art movements to explore messages conveyed through art works
• Develop a folio of art works using a variety of mediums and techniques
• Explore current Art Issues and their effect on society.

VELS Dimensions:
• Arts practice – ideas, skills, techniques and processes.
• Responding to the Arts – criticism, aesthetics and contexts.

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Folio of completed art works
• Report of the research activity
• Exam

AT219 – PAINTING

Aim:
This Unit is an introduction to VCE Art and VCE Studio Art.

Areas of study:
• Development of a folio of paintings using a selection of painting mediums and techniques such as: oil, acrylic and watercolours
• Study selected paintings from a range of art movements to explore messages conveyed through art works to the general public
• Explore the history of painting

VELS Dimensions:
• Arts practice – ideas, skills, techniques and processes.
• Responding to the Arts – criticism, aesthetics and contexts.

Students will be assessed against the Victorian Essential Learning Standards
AT236 – INTRODUCTION TO VISUAL COMMUNICATION

Aim:
This unit will introduce students to the various topics covered in the VCE Visual Communication & Design.

Areas of study:
This unit will cover
• Symbols
• Explanatory Diagrams
• Design Elements
• Mapping
• A research component will be included.

VELS Dimensions:
• Arts practice – ideas, skills, techniques and processes.
• Responding to the Arts – criticism, aesthetics and contexts.

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Folio of drawings
• Research activity.
• Exam

AT237 – BUILDING DESIGN

Aim:
Students will be required to complete Orthogonal & Pictorial drawings manually and then complete building designs using a computer based program.

Areas of study:
• Orthogonal Drawing
• Pictorial Drawing
• Building Designs
• A Research component will be included

VELS Dimensions:
• Arts practice – ideas, skills, techniques and processes.
• Responding to the Arts – criticism, aesthetics and contexts.

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Folio of drawings and designs
• Research activity
• Exam
AT262 – PORTRAIT PHOTOGRAPHY

Aim:
To introduce students to the fundamentals of portrait photography which would expand on their previously learnt knowledge and skills from the introductory course. This Unit is an introduction to VCE Studio Art (Photography).

Areas of study:
- Locations: indoor, outdoor, studio
- Camera meters: spot, average, centre weighted
- Types of lighting and effects
- Basic posing techniques
- Modeling, make-up

VELS Dimensions:
- Arts practice – ideas, skills, techniques and processes.
- Responding to the Arts – criticism, aesthetics and contexts.

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
- Production of black and white photographs and films
- Knowledge of lighting techniques and camera skills
- Written assignments
- Folio of stimulus material and initial idea sketches.

AT263 – ADVERTISING PHOTOGRAPHY

Aim:
To introduce students to the requirements and high standards that magazines and books need in production of front covers, and layouts and general back up photographic work. This Unit is an introduction to VCE Studio Art (Photography).

Areas of study:
- Design layout
- Medium format, cameras and equipment
- Fashion photographic requirements
- Food techniques and lighting
- Location work

VELS Dimensions:
- Arts practice – ideas, skills, techniques and processes.
- Responding to the Arts – criticism, aesthetics and contexts.

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
- Front cover layout
- Advertisement layout
- Assignments
- Folio of photographs.
AT264 – LANDSCAPE PHOTOGRAPHY

Aim:
To build on previous photographic knowledge and develop those skills in the specific areas mentioned below: This Unit is an introduction to VCE Studio Art (photography).

Areas of study:
- Specialised lighting: time of day vs. studio
- Macro photography and lenses
- Techniques for studio still life
- Land/sea/cityscapes
- Film types

VELS Dimensions:
- Arts practice – ideas, skills, techniques and processes.
- Responding to the Arts – criticism, aesthetics and contexts.

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
- Production of black and white photographs and films
- Written assignments
- Collection of and analysis of stimulus material
- Folio of photographs.
- Exam

AT265 – BEGINNERS PHOTOGRAPHY

Aim:
This unit is designed to show students the basic fundamentals of photography, its processes, applications and the foundations of photography in the world of art. No experience is required, just an enthusiasm for hard work and creative ideas. Students will be required to use black and white photographic methods and mediums. A great start for the beginning of your photography career

Areas of study:
- Introduction to photography history.
- Understanding of light principles and its reactions.
- Paper, film and chemical processes
- SLR camera and exposure controls.
- Darkroom skills in producing black and white images.

VELS Dimensions:
- Arts practice – ideas, skills, techniques and processes.
- Responding to the Arts – criticism, aesthetics and contexts.

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
- Written assignments
- Camera skills and exposure control.
- Darkroom practice and printing skills.
- Folio of artistic images.
AT248 – PERFORMING ARTS 1
(Semester 1)
Aim:
This subject helps build a foundation for VCE Drama by developing student's improvisation, interpersonal, rehearsal, performance and critical analysis skills.

Areas of Study:
Students learn improvisation, creating performances through ensemble work. Collaboratively perform chosen and group devised scripts. Look at a variety of mediums within performing arts but not limited to, radio plays, puppetry and solo performances. Write a regular online journal about their experience and critically analyse their own and others performances.

VELS Dimensions:
• Arts Practice - ideas, skills, techniques and processes
• Responding to the Arts - criticism, aesthetics and contexts.

Students will be assessed against the Victorian Essential Learning Standards.

Evidence of Achievement:
• Ensemble Performances
• Online Journal
• Performance reviews
• Performance Exam

Special Requirements:
Students will be required to attend a live performance at their own cost. Students may progress from AT248 to AT249.

AT249 – PERFORMING ARTS 2
(Semester 2)
Aim:
This unit will develop the student’s performance skills, knowledge of theatrical production and skills in creating original performances. This unit is a pre-cursor to VCE Drama.

Areas of Study:
Students will study styles of theatre and their origins, the process of creating characters using observation and research. Develop scripts and performances through collaborative processes such as improvisation and workshopping. Students will produce a major performance piece with the option of presenting to an external audience.

VELS Dimensions:
• Arts Practice - ideas, skills, techniques and processes
• Responding to the Arts - criticism, aesthetics and contexts.

Students will be assessed against the Victorian Essential Learning Standards.

Evidence of Achievement:
• Ensemble Performances
• Online Journal
AT251 – MUSIC THEORY AND PERFORMANCE (Semester 1)

Aim: It is highly recommended that students receive private instrumental tuition. Some instrumental tuition is available through the college. This subject covers a wide range of areas focusing on preparation for VCE and VET music.

Areas of study:
- Performance: Solo and Group
- Music theory
- Aural comprehension
- Composition
- Criticism, historical studies and analysis.

VELS Dimensions
- Creating and making
- Exploring and Responding

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement
1. End of semester recital
3. Composition folio.
4. Research assignment.
5. Piece analysis.

AT252 – MUSIC THEORY AND PERFORMANCE (Semester 2)

Aim: It is highly recommended that students receive private instrumental tuition. Some instrumental tuition is available through the college. This subject further develops a range of areas commenced in AT251 and continues to focus on preparing students for VCE and VET music.

Areas of study:
- Performance: Solo and Group
- Music theory
- Aural comprehension
- Composition
- Criticism, historical studies and analysis.

VELS Dimensions
- Creating and making
- Exploring and Responding

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement
1. End of semester recital
3. Composition folio.
4. Research assignment.
5. Piece analysis.
**AT 270 THE BASICS OF MEDIA**

Aims:
This unit is designed for students who wish to develop their knowledge of a range of media techniques and production values. The unit gives the students the opportunity to apply the knowledge and skills gained in the Areas of Study in the analysis and production of media. This unit could be taken as an introduction to VCE Media Studies.

Areas of Study:
- Television - development of comparative and interpretation skills, reading of cinematic language.
- Advertising for all media.
- Film - reading of film techniques, film interpretation, genres, styles & production values.
- Print - How prints are made.

VELS Dimensions
Arts practice: ideas, skills, techniques and processes.
Responding to the Arts: criticism, aesthetics and contexts.

Students will be assessed against the Victorian Essential Learning Standards.

Evidence of Achievement
1. Folio workbook.
2. Exam

**AT 273 FILM PRODUCTION IN MEDIA**

Aims:
In this unit students will learn a range of technical skills in preparation for VCE Media units 1-4. Theory work will focus on the development of scripts and layouts, and practical work will cover filming, editing, special effects in film, creating cartoons using Adobe Flash, image manipulation using Photoshop, print production and more.

Areas of Study:
- Pre-Production – writing + preparing scripts
- Production – producing films, magazines or animations
- Post-Production – editing + finalizing media products
- Analysis of post production, narrative and elements.

VELS Dimensions
Arts practice – ideas, skills, techniques and processes.
Responding to the Arts – criticism, aesthetics and contexts.

Students will be assessed against the Victorian Essential Learning Standards.

Evidence of Achievement
1. Folio workbook.
AT274 HOLLYWOOD AND MORE

Aim:
This unit explores the history of motion pictures. Students will gain an understanding of the links between film and technology, the emergence of the Hollywood studio system, the development of world cinema, style of individual directors and the development of the Australian film industry.

Students will learn to analyse and respond to films using appropriate language. Students will be encouraged to further explore films according to their individual interests. This unit complements any media course and will serve as an introduction to the analysis of film as text in VCE English.

Area of Study:
• Hollywood, Early days and the studio era
• Another world: Cinema from Europe, Japan & Bollywood
• The Director
• Australia’s film Industry

Vels Dimensions
Arts practice – ideas, skills, techniques and processes.
Responding to the Arts – criticism, aesthetics and contexts

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement
1. Folio workbook
2. Exam
ENSC01 & ENSC02 – ENGLISH (Semester 1 & 2)

Aim:
This unit aims to further develop students’ skills acquired in previous years and to develop additional skills which will prepare them for successful studies in VCE and beyond.

Areas of Study:
- Reading- Students will gain an appreciation of a range of text types and will respond to complex tasks related to these texts.
- Writing- Students will demonstrate an ability to write in a variety of styles and for a range of contexts, purposes & audiences.
- Speaking & Listening- Students will gain an increased confidence in the preparation and presentation of oral tasks.

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
- Analytical text response
- Writing folio: Expository/Imaginative/Persuasive
- Individual spoken activity
- Analysis of language
- Exam

ENF01 & ENF02 – FOUNDATION ENGLISH (Semester 1 & 2)

NB: Entry is through teacher recommendation and/or testing.

Aim:
This unit aims to assist in the development of practical skills which will help to prepare students for successful studies in VCE.
This subject is highly recommended for students who are two or more levels below the expected Essential Learning Standards.

Areas of Study:
- Reading- Students will gain an appreciation of a range of text types and will respond to tasks related to these texts.
- Writing- Students will demonstrate an ability to write in a variety of styles and for a range of purposes & audiences.
- Speaking & Listening- Students will gain an increased confidence in the preparation and presentation of oral tasks.

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
- Response to text
- Writing Folio
- Group or individual spoken activity
- Workbook Exercises
- Exam
ESL01 & ESL02 – English as a Second Language (Semester 1 & 2)

Aim:
This unit aims to further develop students’ English language skills and prepare them for success at VCE level.

Areas of study:
• Reading- Students will gain an appreciation of a range of text types and will respond to complex tasks related to these texts.
• Writing- Students will demonstrate an ability to write in a variety of styles and for a range of contexts, purposes & audiences.
• Speaking & Listening- Students will gain an increased confidence in the preparation and presentation of oral tasks.

Evidence of Achievement:
• Writing an analytical essay on a text
• Writing folio: Expository/Imaginative/Persuasive
• Individual spoken activity
• Identifying persuasive language techniques
• Exam

EN204 – LITERATURE

Aim:
This unit focuses on the close study of various types of texts, selecting from a range of film, screenplay, poetry and novels. It aims to develop the confidence of students in analysing and responding to these texts and provides an introduction to VCE Literature.

Areas of Study:
• Students will study one novel or play and one film in detail, as well as a range of other material, both set by the teacher and chosen by individuals.

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Reading journal
• Text review
• Folio
• Analytical response to film/play/poetry and or novel
• Exam
EN205 – FREEDOM WRITING

Aim:
This unit aims to give students interested in developing their writing skills an opportunity to create a substantial portfolio. A variety of writing genres will be studied, such as: horror, science fiction, romance, comedy and drama. Students will complete workbook activities in relation to different genres, and be given time to produce a personal portfolio of writing.

Areas of Study:
• Writing- Students will demonstrate an ability to write in a variety of styles and for a range of contexts, purposes & audiences.
• Reading- Students will gain an appreciation of a range of text types and will respond to complex tasks related to these texts.

Evidence of Achievement:
• Workbook activities
• Portfolio of pieces with one at publication standard
• Exam

EN206 – INTRODUCTION TO JOURNALISM

Aim:
If you enjoy reading the newspaper, or watching the news and hearing about current events, then this subject will interest you. Students will examine and discuss newspapers, magazines, and current affairs programs and develop their own opinions on issues. If you have an interest in journalism and current news affairs, then this is something you might enjoy.

Areas of Study:
• Writing- Students will gain an appreciation of a range of text types (including newspapers and magazines) and they will respond to tasks related to these texts.
• Reading- Students will gain an appreciation of a range of text types and will respond to complex tasks related to these texts.
• Speaking and listening- Students will gain increased confidence in the preparation and presentation of oral tasks, including class debates.

Evidence of Achievement:
• Workbook exercises
• Media folio.
• Individual spoken activity
• Exam
EN207 – INTRODUCTION TO ENGLISH LANGUAGE

Aim:
The aim of this course is to introduce students to the role of language in society. Using a variety of spoken and written texts, including news reports, documentaries and multimedia content, students will understand the nature of communication and its purpose. This unit may be taken as an introduction to VCE English Language.

Areas of Study:
• Differences between spoken and written communication.
• Propaganda and persuasion.
• Englishes around the world.
• Changes in language over time.
• Australian language features.

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Language analyses.
• Workbook exercises.
• Media folio.
• Exam

EN208 – ENGLISH WITH BITE

Aim:
Are you a fan of the Twilight series? Maybe you prefer the True Blood novels? Well it doesn’t matter which you prefer, because in English with Bite you look at both! In this subject you get to learn about vampires; their history, legends and why they are so popular. So if you’re a fan of Vampire Literature then this is the subject for you!

Students will study a variety of novels/ film and TV series such as; Twilight, Dead until Dark and Buffy the Vampire Slayer.

Areas of Study:
• Reading: Students will gain an appreciation of a range of text types and will respond to complex tasks related to these texts.
• Writing: students will demonstrate an ability to write in a variety of styles and for a range of contexts, purposes & audiences.
• Speaking & Listening: Students will gain an increased confidence in the preparation and presentation of oral tasks.

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Analytical text response
• Individual spoken activity
• Workbook activities
• Exam
EN209 – MOVIES IN ENGLISH

Aim:
Do you love watching movies? Well this subject is all about watching movies! Students will get the opportunity to watch a variety of different films from different genres, and then engage in discussions, debates and creative writing activities about the films. Students might even get to pick a movie that is studied and help design the curriculum!

Areas of Study:
• Reading: Students will gain an appreciation of a range of text types and will respond to complex tasks related to these texts.
• Writing: students will demonstrate an ability to write in a variety of styles and for a range of contexts, purposes & audiences.
• Speaking & Listening: Students will gain an increased confidence in the preparation and presentation of oral tasks.

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Workbook activities
• Analytical text response
• Individual spoken activity
• Exam
HP251 – TEAM SPORTS

Aim:
This unit provides students with the opportunity to develop important general and specific skills, tactics and motor patterns to improve their performance in team sports. It allows students to increase their understanding of specific team sports, develop their ability to analyse games and provides an introduction into VCE Physical Education.

Areas of Study:
- Four team sports, to be selected by students.
- Includes min. 1 invasion & 1 turn based game.
- Sports could include AFL, Soccer, Touch Rugby, Basketball, Netball, Hockey (Indoor/Outdoor), Water Polo, Volleyball, Cricket, Baseball/Softball.
- 8 practical and 1 theory lesson per fortnight.

VELS Dimensions:
- Movement and Physical Activity
- Working in teams
- The Individual Learner

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
- Observation in practical activities.
- Skill assessment.
- Completion of portfolio of theoretical work.
- Research + game analysis assignments.
- Exam

Special Requirements:
- Students need to have a significant interest in sport and be motivated enough to participate in skill strategy development activities.
- Change of clothes for practical lessons.
- Possible fees for out of school sports.

HP252 – INDIVIDUAL SPORTS

Aim:
This unit provides students the opportunity to develop important general and specific skills, tactics and motor patterns to improve their performance in individual sports. It allows them to increase their understanding of a specific individual sport, develop their ability to analyse games and events and provides an introduction into VCE Physical Education.

Areas of Study:
- Four individual sports, to be selected by students
- Will include 1 sport with individual competitors and 1 opponent based sport (eg tennis).
- Sports could include swimming, athletics (track or field), tennis, table tennis, gymnastics, golf, squash, lawn bowls, croquet, archery, boxing.
- 8 practical and 1 theory lesson per fortnight.

VELS Dimensions:
- Movement and Physical Activity
- The Individual Learner

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
- Observation in practical activities.
- Skill assessment.
- Completion of portfolio of theoretical work.
- Research + game analysis assignment.
- Exam.

Special Requirements:
- Students need to have a significant interest in sport and be motivated enough to participate in skill and strategy development activities.
- Change of clothes for practical lessons.
- Possible fees for out of school sports.
HP253 – AFL DRAFT CAMP
Aims:
This unit will introduce students to the rigors of the AFL draft camp and its fitness regimes. Students undertake the same fitness and skills testing as the potential AFL draftee’s during draft camp and compare results to current AFL players. Students participate in AFL related fitness and skill building activities as well as associated theory and are involved in an excursion to an AFL club throughout the semester. Some concepts covered in the subject provide an introduction into VCE Physical Education. Each week will contain both practical and classroom sessions.
Areas of Study:
• 5 week football program
• Fitness testing regime
• Player analysis
• Self analysis
VELS Dimensions:
• Movement and Physical Activity
• Health and Knowledge Promotion
• Working In Teams
• Managing Personal Learning
• Reflection, Evaluation and Metacognition
Students will be assessed against the Victorian Essential Learning Standards
Evidence of Achievement:
• Workbook
• Fitness testing program
• Participation in excursion
• Player analysis
• AFL assignment
• Exam
Special Requirements:
• Student’s will need to attend day excursion (approx. $35).
• Students should have a sound level of fitness and a keen interest in AFL football.
• Students are required to bring a change of clothes to practical sessions

HP54 – BOOT CAMP
Aims:
This unit has a fitness focus and is for those students who already enjoy exercise. Students will be given the opportunity to push themselves to their limits individually and as a part of a group. Some concepts covered in the subject provide an introduction into VCE PE
Areas of Study:
• Fitness assessment
• Fitness components
• Training methods
• Program planning
• Min 1 classroom session per week
VELS Dimensions:
• Movement and physical activity
• Building social relationships
• Presenting
• ICT for communicating
Students will be assessed against the Victorian Essential Learning Standards
Evidence of Achievement:
• Participation in practical classes
• Peer teaching
• Written tasks
• Exam
Special Requirements:
• Change of clothes for practical lessons.
• Existing level of fitness.
• Personal fitness goals that students are motivated work towards.
HP256 – NUTRITION AND PHYSICAL ACTIVITY

Aims:
This unit will provide students with the personal knowledge (and skills) necessary to obtain optimum health. The unit will aim to introduce students to health benefits and issues associated with physical activity and nutrition through gaining an understanding of national health and activity guidelines. It will involve primarily theoretical activities with practical activities when required. Students will also learn to set achievable and realistic short term and long term goals in relation to their own personal physical activity and health. Concepts covered in the subject provide an introduction to VCE H&HD. The unit will consist of at least two periods of practical sessions per week.

Areas of Study:
• Nutrition
• Benefits of physical activity
• Issues associated with physical inactivity.
• Personal health goals.
• Physical Activity Sessions

VELS Dimensions:
• Movement and Physical Activity
• Health and knowledge promotion
• Managing personal learning

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Exam - Short Response
• Personal Fitness and Nutrition Report
• Exam - Extended Response

Special Requirements:
• Change of clothes for practical lessons.
• Possible fees for out of school activities

HP257 – GIRLS PE

Aims:
This unit aims to allow female students with an interest in sport and physical activity to participate in practical activities with likeminded students in a positive supportive environment. The unit will consist of at least two periods of classroom activities per week.

Areas of Study:
• Weekly sport and/or physical activity practical sessions
• Themes, goals and activities chosen by students with direction from teacher.
• Focus on participation, enjoyment and health.
• Can focus on skills tactics depending on student direction.
• Gender issues in Sport
• Nutrition & Energy Balance

VELS Dimensions:
• Movement and Physical Activity
• Health and Knowledge Promotion
• Managing Personal Learning
• Building Social Relationships

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Participation in practical activities.
• Gender issues assignment.
• Nutrition assignment.
• Exam.

Special Requirements:
• Change of clothes for practical lessons.
• Possible fees for out of school activities.

Note: It is recommended that students enrolling in Girls
HP - HEALTHY HABITS

Aims:
This unit is aimed at students who feel they need to change their exercise and lifestyle habits to enable them to become healthier. Students will be given the opportunity to work with other students in a similar situation to achieve a common goal. The content of the activities undertaken will be selected to cater for the students so everybody feels comfortable participating.

Areas of Study:
- Lifestyle assessment
- Activity for health
- Healthy eating
- Program planning
- Min 1 classroom session per week.

VELS Dimensions
- Movement and physical activity
- Building social relationships
- Managing personal learning

Evidence of Achievement
- Participation in practical classes
- Lifestyle/exercise plan
- Written tasks

Special requirements
- Change of clothes for practical lessons.
- Motivation to participate in activities, make positive changes regarding personal health and support others.
- Regarding personal health and support others.

HP281 – OUTDOOR EDUCATION (Semester 1)

Aims:
This unit aims to increase skills and knowledge in a variety of water based outdoor pursuits. Students will be given responsibility in the trip planning and decision making processes. Student leadership and co-operation to achieve goals will be a major focus. The unit also provides an introduction into VCE OES and consists of primarily classroom and group activities as well as outdoor trips.

Areas of Study:
- Surfing
- Canoeing
- Mountain biking
- Overnight hike
- Develop socialization skills, teamwork and leadership
- Skills and theory related to practical trips
- Minimal impact and safety considerations
- Services and products available for outdoor activities.

VELS Dimensions:
- Movement and physical activity
- Building social relationships
- Working in teams
- The individual learner.

Evidence of Achievement:
- Participation in & reflection on practical trips.
- Completion of portfolio of theoretical work.
- 1 assignment per term
- Exam

Special Requirements:
- A course fee of $270 is payable for this unit.
- Essential activities for the course will take place on camps and day trips outside of school hours.
- Students will need to have sufficient fitness for medium intensity activities.
**HP282 – OUTDOOR EDUCATION** (Semester 2)

**Aims:**
This unit aims to increase skills and knowledge in a variety of land based outdoor pursuits. Students will be given responsibility in the trip planning and decision making processes. Student leadership and co-operation to achieve goals will be a major focus. The unit also provides an introduction into VCE OES and consists of primarily classroom and group activities as well as outdoor trips.

**Areas of Study:**
- Mountain biking
- Overnight hike
- Surfing
- Skiing
- Canoeing
- Orienteering and navigation.
- Develop socialization skills, teamwork and leadership
- Skills and theory related to practical trips
- Minimal impact and safety considerations
- Services and products available for outdoor activities.

**VELS Dimensions:**
- Movement and physical activity
- Building social relationships
- Working in teams
- The individual learner.

**Evidence of Achievement:**
- Participation in & reflection on practical trips.
- Completion of portfolio of theoretical work.
- 1 assignment per term
- Exam

**Special Requirements:**
- Some activities and camps will take place outside normal school hours. Travel and hire costs are approximately $250.
- Students will need to have sufficient fitness for medium intensity activities.
HU221 – ENTERPRISE IN ACTION

Aim:
Students will be introduced to enterprise skills and attributes as key qualities required to live confidently and positively in a complex world. They will explore personal management issues, and will investigate the world of business from the perspective of owners, manager, workers and consumers. This unit could be taken as an introduction to VCE Business Management.

Areas of Study:
• ‘Can do’ enterprise skills and attributes
• Consumer awareness – the enterprising consumer
• Money Management & Credit; how not to get ripped off
• The Enterprising Investor – building your wealth
• Business Opportunities – enterprise in action
• Working smarter – controlling your future
• The Enterprising Citizen – making a difference
• Current Issues, eg Globalisation, local area study

VELS Dimensions:
• Economic knowledge and understanding
• Economic reasoning and interpretation

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Tests.
• Selected Applied Exercises.
• Research Project.
• Extension Work.
• Exam

HU222 – MONEY, MARKETS & MILLIONAIRES

Aim:
Students will examine the forces that drive business and profit in the Australian economy. They will study how the market works and its impact on our economic decision making in our everyday lives. This unit could be taken as an introduction to VCE Economics.

Areas of Study:
• Business, Money and Markets
• Role of Government
• Population, Labour force and Employment
• Poverty to Prosperity - Income equality
• Economic Issues

VELS Dimensions:
• Economic knowledge and understanding
• Economic reasoning and interpretation

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Test.
• Selected Applied Exercises.
• Research Project.
• Extension Work
• Exam
**HU223 – ACCOUNTING**

**Aim:**
Students will be introduced to the use of information technology in undertaking accounting procedures, using single entry recording and reporting on a cash basis. This unit is an introduction to VCE Accounting.

**Areas of Study:**
- Sources & processing of financial data
- Financial outcomes
- Financial planning & decision making
- Business Ownership

**VELS Dimensions:**
- Economic knowledge and understanding
- Economic reasoning and interpretation

**Evidence of Achievement:**
- Cash recording and reporting tasks
- Case study
- Folio of manual and computer based exercises
- Exam.

**HU231 – TEENAGERS AND THE LAW**

**Aim:**
This unit is designed to give students an understanding of the development of Australia’s legal system, the changing nature of crimes and punishments and an appreciation of a teenager’s rights and responsibilities within the legal framework. This unit also aims to enhance the understanding of law making and law enforcement through visits to local government, courts and police. This unit could be taken as an introduction to VCE Legal Studies.

**Areas of Study:**
- Rights and Responsibilities
- Teenage issues.
- Crime and punishment
- Changing the law
- Enforcing the law.
- Careers in law

**VELS Dimensions:**
- Economic knowledge and understanding
- Economic reasoning and interpretation

**Evidence of Achievement:**
- Multimedia presentation
- Case study report.
- Excursion – guest speaker report.
- Tests-exam.
HU251 ROCK THROUGH HISTORY 50’s-70’s

Aim:
This unit looks at the development of Rock Music in its overall historical context. Through a combination of listening to music, viewing films, documentaries and music videos-DVDs, students follow the development of Rock Music and the historical events of the 1950’s to 1970’s. This subject introduces VCE History, International Studies and Media studies.

Areas of Study:
• Early Rock “N” Roll.
• Life in the 1950’s
• Politics and the Cold War
• Beatlemania and the 1960’s
• War, Protest, Drugs and Rock “N” Roll

VELS Dimensions:
• Historical knowledge and understanding
• Historical reasoning and interpretation

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Music and film analysis
• Class assignments.
• Research report: written, oral, visual or multimedia
• Extended writing
• Tests / Exam

HU252 – ROCK THROUGH HISTORY 70s-2000s

Aim:
This unit continues from Rock Through History Semester 1. It uses Music as a focus for the social and political changes through the 1970’s and 80’s up to the present time in the research. This subject introduces VCE History, International Studies and Media studies.

Areas of Study:
• “Video Killed the Radio Star”
• The impact of TV, Video and DVD.
• Musical styles: folk, pop, disco, punk, heavy metal, grunge
• Protest: music as a vehicle for political and indigenous rights
• Australia’s music industry

VELS Dimensions:
• Historical knowledge and understanding
• Historical reasoning and interpretation

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Music and film analysis
• Class assignments.
• Research report; written, oral, visual or multimedia
• Extended writing
• Tests / Exams
HU255 – FREEDOM FIGHTERS

Aim:
Students will investigate struggles for human rights. This unit will include how rights and freedoms have been ignored, demanded or achieved in Australia and the broader world context.

Areas of Study:
- The significance of the Universal Declaration of Human Rights
- Civil Rights movements in Australia and the United States
- The impact of world events on Australia from 1945
- The contribution of migration to Australia’s changing identity as a nation

VELS Dimensions:
- Historical knowledge and understanding
- Historical reasoning and interpretation

Students will be assessed against the Australian Curriculum Standards.

Evidence of Achievement:
- Workbook exercises
- Class Assignments
- Extended Writing/Research Report
- Individual spoken activity
- Tests/Exam

HU253 – AUSTRALIANS AT WAR

Part A

This unit looks at Australia’s involvement in major conflicts from 1900 to 1945. Students will be encouraged to investigate, through text, documents and videos, attitude changes towards war during the first half of the 20th century. Students will develop an understanding of the impact of war on individuals, families and Australian society. This unit could be taken as an introduction to VCE History.

Area of Study:
- Causes, significance and outcomes of war
- Historical knowledge and understanding
- Historical reasoning and interpretation

VELS Dimensions:
- Historical knowledge and understanding
- Historical reasoning and interpretation

Students will be assessed against the Victorian Essential Learning Standards.

Evidence of Achievement:
- Research reports
- Analytical Exercise
- Presentation, written, oral, visual or multimedia
- Tests
HU254 – AUSTRALIANS AT WAR
Part B

Aim:
This unit looks at Australia’s involvement in major conflicts and peace keeping operations from 1945 to the present day. Students will be encouraged to investigate, through text, documents and videos, attitude changes towards war during the second half of the 20th century to the present day. Students will develop an understanding of the impact of war on individuals, families and Australian society. This unit could be taken as an introduction to VCE History.

Areas of Study:
• Causes, significance and outcomes of war
• Historical knowledge and understanding
• Historical reasoning and interpretation

VELS Dimensions:
• Historical knowledge and understanding
• Historical reasoning and interpretation

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Research reports
• Analytical Exercise
• Presentation, written, oral, visual or multimedia
• Tests
• Exam
HU261 – WORLD GEOGRAPHY

Aim:
The aim is to develop an understanding of major world geographical features and to promote the study of the world. As well as skills of mapping and research, students will be encouraged to develop computer based enquiry skills using the internet. This unit could be taken as an introduction to VCE Geography.

Areas of Study:
• Global view.
• Environmental Issues.
• Computer Investigations.
• Comparison between Australia and other cultures’ populations and societies.

VELS Dimensions:
• Geographical knowledge and understanding
• Geospatial skills

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Workbook.
• Research Projects
• Annotated Visual Display
• Tests
• Exam

HU271
INTERNATIONAL STUDIES

Aim:
The purpose of this unit is to enhance an understanding of Australia and to develop an awareness of the world around us. This unit could be taken as an introduction to VCE International Politics or VCE History.

Areas of Study:
This unit has a social and political focus. It involves the study of Australia and the world including areas such as Asia, Europe and America. There will be an emphasis on studying the politics, culture and history of these regions and their place in the world today.

VELS Dimensions:
• Geographical knowledge and understanding
• Geospatial skills

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Workbook
• Media File
• Research Project
• Essay
• Exam
HU272
PEOPLE, POWER, POLITICS
Aim:
Students will develop an understanding of how democracy has evolved in Australia over the last 200 years. They look at the way different levels of government affect their everyday lives. We also look at how one gains and uses power to influence society. Students also look at several famous world leaders and look at the impact they had not only for their own society but also on world events. This course provides an ideal introduction for students wishing to undertake Legal Studies, Business Management or International Studies in VCE.

Areas of Study:
• What is power, how one gets power and how you use it?
• Structure of the Australian political system.
• Why vote? – participation in the democratic process
• Political parties – what’s the point?
• Famous political leaders
• Current issues in Australian politics
• Comparison with the US political system

VELS Dimensions:
• Civic knowledge and understanding
• Historical knowledge and understanding
•

Evidence of Achievement
• Tests - Exam
• Selected Applied Exercises
• Case Study
• Excursion/research project

HU280 – INTRODUCTION TO PHILOSOPHY
Aim:
This unit provides students with an opportunity to explore human inquiry and ways of thinking. This exploration will largely be based around the students’ own experience of the world using areas of personal inquiry, topical issues and interest areas in science fiction, text and film. Students will develop skills in argument and will be encouraged to improve their practice as critical and creative thinkers. Students will explore some of the major themes and thinkers in philosophy.
This unit could be taken as an introduction to VCE Philosophy.

Areas of Study:
• Areas of Human Inquiry
• Methods of Inquiry
• Puzzles & Dilemmas
• Issues
• Philosophers & their themes

VELS Dimensions:
Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Presentation of an issue, puzzle or dilemma
• Test
• Presentation of a key philosopher or philosophical theme
• Exam
HU282 – MYTHS & LEGENDS

Aim:
This unit allows students to study the role of myths and legends in history. Myths and legends within various cultures will be studied to help students understand how spoken history is passed from one generation to the next. This unit would be an ideal one to supplement the year 10 philosophy elective, which can provide a useful introduction to VCE Philosophy.

Areas of Study:
• Creation stories
• What we are
• Life and death
• Myth as cultural exploration

VELS Dimensions:
Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Oral/written presentation of a particular myth, symbol(s), worldly representation and beliefs
• Research projects, group and/or individual
• Workbook tasks
• Participation/discussion
• Exam

HU284 – EMPIRES & LEADERS

Aim:
The course will investigate the different empires and their leaders from both ancient and medieval/modern times. It will examine these different ‘imperialisms’ and seek to answer why it is that throughout history we have witnessed people conquering others, to control and influence them in various ways. Also, why people are so ready to follow a particular leader. The common ‘thread’ is the seeming belief that people of one group have the ‘right’ to conquer others.

Being a semester subject it would be divided as follows.

Areas of study
• Ancient empires – Greek, Carthage, Roman, Mongol
• Ancient leaders - Alexander the Great, Hannibal, Julius Caesar, Genghis Khan
• Medieval & modern empires. Manchurian, Qing, French, Aztec.
• Medieval and modern emperors – Kangxi, Napoleon, Montezuma

VELS Dimensions:
Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Assignments
• Research tasks
HU284 – EMPIRES & LEADERS
Aim:
The course will investigate the different empires and their leaders from both ancient and medieval/modern times. It will examine these different ‘imperialisms’ and seek to answer why it is that throughout history we have witnessed people conquering others, to control and influence them in various ways. Also, why people are so ready to follow a particular leader. The common ‘thread’ is the seeming belief that people of one group have the ‘right’ to conquer others.

Being a semester subject it would be divided as follows.

Areas of study
- Ancient empires – Greek, Carthage, Roman, Mongol
- Ancient leaders - Alexander the Great, Hannibal
- Medieval and modern empires. Manchurian, Qing, French, Aztec.
- Medieval and modern emperors – Kangxi, Napoleon, Montezuma

VELS Dimensions:
Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
- Assignments
- Research tasks
- Discussion
- Test

LG202 GERMAN
Prerequisite: LG 201 (Semester 1)

Aims:
As a continuation of LG201, students continue to extend their knowledge and communication skills in German. This unit is a precursor to VCE German.

Areas of Study:
- Cultural differences and traditions
- Travel and holidays in Australia and Europe
- Health and foods
- Body and shops

VELS Dimensions:
- Communicating in a language other than English.
- Intercultural knowledge and language awareness

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
- Listening Tasks
- Oral Activities
- Reading Tasks
- Written assessment
- Exam
INTRODUCING CHINESE

Aims:
To introduce students to Chinese language and culture. The course will also prepare students for VET LOTE (Chinese) – to be offered from 2012. The course will cover history, culture, tourism, industry and the growing links between China and Australia. Language learning will include speaking, listening, reading and responding. Students will obtain Certificate 1 Applied Language by completing the entire year in this class. Student must enrol in the entire year to receive the certificate. No background language is required to study this course.

Areas of Study:
• Chinese history and culture
• Introducing the Pinyin alphabet
• Simple Chinese characters
• Daily expressions and greetings

Students will be not assessed against the Victorian Essential Learning Standards. Students interested in completing VET LOTE (Chinese) in 2012 must complete LC210 & LC211

Evidence of Achievement:
• Listening Tasks
• Oral Activities – including group tasks
• Reading Tasks
• Written assessment
At Year 10 there are three levels of Mathematics provided. Students will be recommended to the appropriate level of Mathematics by their Year 9 Mathematics teacher. The boxes below outline the general pathways of each of these levels. For advice in regard to specific University and TAFE courses, students should consult the VICTER Guide or consult the Careers Teachers at the Senior Campus.

**Year 10 Foundation Mathematics**
This course is designed for students who are confident that they will not need a Year 12 Mathematics qualification.

Year 10 Foundation Mathematics leads to Year 11 Foundation Mathematics (VCE Units 1-2). It does not lead to a Year 12 unit. Some University and TAFE courses require only VCE Mathematics 1-2 Units or do not require a VCE Mathematics at all.

NOTE: Students who wish to change their pathway at some stage can still complete a Year 12 Mathematics (VCE Units 3-4) by doing an extra VCE year.

**Year 10 Further Mathematics**
This course is designed for students who are confident that they will not need the highest level of Year 12 Mathematics qualification.

Year 10 Further Mathematics leads to Year 11 General Mathematics Further (VCE Units 1-2), which in turn leads to Year 12 Further Mathematics (VCE Units 3-4).

Year 12 Further Mathematics is a Pre-requisite for a range of university and TAFE courses that require a competence in General Mathematics. eg. Business. Further Mathematics is also recognized by a range of employers as an indication of competence in Mathematics.

**Year 10 Mathematical Methods**
This course is designed for students who have shown competence in Mathematics, have a good work ethic and who wish to keep their future options completely open.

Year 10 Mathematical Methods leads to Mathematical Methods and General Mathematics Maximum at Year 11 (VCE Units 1-2). This in turn leads to Year 12 Mathematical Methods (VCE Units 3-4) with Year 12 Further Mathematics (VCE Units 3-4) also being an option.

Year 12 Mathematical Methods is a Pre-requisite for a range of university and TAFE courses including Science, Engineering and some Business and Commerce courses. Some of these also require Specialist Mathematics.
MAF01 & MAF02 – FOUNDATION MATHEMATICS 10 (Semesters 1&2)

MAF01 is followed by MAF02 in second semester. It includes the Areas of Study necessary to prepare for VCE Foundation Mathematics.

Aims:

- To develop mathematical knowledge and skills through the study of Number, Measurement, Chance and Data and Space.
- To prepare students for the study of VCE Foundation Mathematics Units 1,2.
- To apply the knowledge and skills gained in these areas to analyse, investigate and solve problems.
- To make effective use of calculators and computers in their application to the study of mathematics and to communicate mathematical ideas.

Areas of Study:

- Number – Mental calculation and estimation skills, ratio, fractions, business calculations (percentage, profit, loss, discounts, interest, banking, income).
- Measurement – Estimating, measuring and calculating time, perimeters, areas and volumes; Pythagoras’ Theorem; trigonometry.
- Space – spatial properties of two- and three-dimensional shapes; nets of solids; mapping; topology.
- Chance and Data – statistical calculations related to univariate data, probability.
- The application of scientific calculators and computers along with mathematical reasoning and strategies appropriate for this level are incorporated into the other areas of study.

VELS Dimensions:

- Number
- Space
- Measurement, Chance & Data
- Structure
- Working Mathematically

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement

1. Skills tests, semester examinations, assignments and summary or review notes (incorporating the use of technology in some cases).
2. Written and/or oral reports on mathematical investigations (incorporating the use of technology in some cases).
**Mathematics**

**MAC01 & MAC02 – FURTHER MATHEMATICS 10 (Semesters 1 & 2)**

These units include the Areas of Study necessary to prepare for VCE General Mathematics (Further) 1, 2 and VCE Further Mathematics 3, 4.

**Aims:**
- To develop mathematical knowledge and skills through the study of Number, Measurement, Chance and Data, Space and Algebra.
- To prepare students for the study of VCE General Mathematics (Further) Units 1, 2 and VCE Further Mathematics Units 3, 4.
- To apply the knowledge and skills gained in these areas to analyse, investigate and solve problems.
- To make effective use of calculators and computers in their application to the study of mathematics and to communicate mathematical ideas.

**Areas of Study:**
- Number – Mental calculation and estimation skills; ratio; fractions; indices; exponential functions; scientific notation; business calculations (profit, loss, discounts, depreciation, interest, banking, income).
- Measurement – Estimating, measuring and calculating perimeters, areas, volumes and total surface areas;
- Algebra – Solving linear equations; plotting, sketching and interpreting linear graphs.
- Space – Angle properties; transformations; circle geometry; similarity.
- Chance and Data – Statistical calculations related to univariate and bivariate data; probability.
- The application of scientific/graphics calculators and computers along with mathematical reasoning and strategies appropriate for this level is incorporated into the other areas of study.

**VELS Dimensions:**
- Number
- Space
- Measurement, Chance & Data
- Structure
- Working Mathematically

Students will be assessed against the Victorian Essential Learning Standards

**Evidence of Achievement**
1. Skills tests, semester examinations, assignments and summary or review notes (incorporating the use of technology in some cases).
2. Written and/or oral reports on mathematical investigations (incorporating the use of technology in some cases).
MAM01 & MAM02 - MATHEMATICAL METHODS
(Semesters 1 & 2)

These units include the Areas of Study necessary to prepare for VCE Mathematical Methods Units 1, 2, 3, 4 and/or Specialist Mathematics.

Aims:
• To develop mathematical knowledge and skills through the study of Number, Measurement, Chance and Data, Space and Algebra.
• To prepare students for the study of V.C.E. Mathematical Methods Units 1, 2, 3, 4 and/or Specialist Mathematics.
• To apply the knowledge and skills gained in these areas to analyse, investigate and solve problems.
• To make effective use of calculators and computers in their application to the study of mathematics and to communicate mathematical ideas.

Areas of Study:
• Number – Mental calculation and estimation skills, ratio, fractions, surds, exponential functions, scientific notation, business calculations (profit, loss, discounts, depreciation, interest, banking, income)
• Measurement – Estimating, measuring and calculating perimeters, areas, volumes and total surface areas, Pythagoras’ Theorem; trigonometry;
• Algebra – Expanding and factorising algebraic expressions; transposing formulae; solving linear and quadratic equations and inequations; plotting, sketching and interpreting linear and quadratic graphs; solving simultaneous equations.
• Space – Nets of solids, transformations, circle geometry.
• Chance and Data – Statistical calculations related to univariate and bivariate data (grouped and ungrouped).
• The application of scientific/CAS graphics calculators and computers along with mathematical reasoning and strategies appropriate for this level is incorporated into the other areas of study.

VELS Dimensions:
• Number
• Space
• Measurement, Chance & Data
• Structure
• Working Mathematically

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement
1. Skills tests, assignments, semester examinations and summary or review notes (incorporating the use of technology in some cases).
2. Written and/or oral reports on mathematical investigations (incorporating the use of technology in some cases).
SC251  
ANIMALS IN AGRICULTURE

Aim:
To introduce students to agriculture with an emphasis on animals.

Areas of Study:
• Natural and agricultural ecosystems.
• Evolution of animals in agriculture.
• Biology of animals in agriculture.

VELS Dimensions
• Science knowledge and understanding
• Science at work.

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement
• Topic tests.
• Worksheets and written activities.
• Reports on research activities.
• Exam

SC260 – LIVING THINGS

Aim:
To provide an introduction to the biology of living organisms and to understand their diversity and their relationship with the environment. This unit is an introduction to VCE Biology Unit 2.

Areas of Study:
• Classification of living things
• Natural ecosystems
• Adaptations to living in an ecosystem
• Human impact on ecosystems
• DNA—biotechnology and Genetic Engineering.

VELS Dimensions
• Science knowledge and understanding
• Science at work.

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement
• Unit test.
• Research report.
• Practical work and written reports.
• Workbook.
• Exam.
SC261 – THE HUMAN BODY

Aim:
An introduction into the functioning of the Human Body. This unit is an introduction to VCE Biology.

Areas of Study:
• Cell structure and function
• Microscopy
• Human body systems
• Genetic theory and inheritance
• Disease states and issues.

VELS Dimensions
• Science knowledge and understanding
• Science at work.

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement
• Topic tests.
• Reports of research activities.
• Practical work reports.
• Workbook
• Exam

SC262 – ENVIRONMENT AND CONSERVATION

Aim:
Students will be introduced to ecological concepts and their application to environments. Students will also develop an awareness of environmental issues and how technology is used in investigating environmental concepts. This unit is an introduction to VCE Environmental Studies and Biology.

Areas of Study:
• Basic Ecology, Ecosystems and Biodiversity.
• Interaction of organisms within ecosystems.
• Environmental issues - Rivers and streams, deforestation, greenhouse effect, introduced species, overpopulation.

VELS Dimensions
• Science knowledge and understanding
• Science at work.

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement
• Unit test.
• Research report.
• Fieldwork report.
• Practical work.
SC264 – THE SCIENCE OF SPORT

Aim:
To provide an introduction to the human body’s scientific response to exercise. This unit is an introduction to VCE Biology Unit 2, VCE Physics, and VCE Physical Education

Areas of Study:
• Human Anatomy
• Human Body Systems
• Forces in Sport

VELS Dimensions
• Science knowledge and understanding
• Science at work

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement
• Unit tests
• Research report
• Practical work and written reports
• Workbook
• Exam
SC284 – ELECTRONICS

Aim:
By applying physics and mathematical concepts students will develop understanding of electronic component function and the use of these components in domestic, industrial and commercial applications. This unit is an introduction to VCE Physics.

Special Requirements:
Students need to be proficient in the use of a scientific calculator and studying a minimum level of Further Mathematics in order to meet the demands of this course. Students need to work effectively as part of a team and resource everyday components for the building of models to test the concepts studied.

Areas of Study:
• The physics associated with electricity and electronics. This will include;

  • Circuit design and circuit board assembly techniques. Diodes, capacitor, LED, transistors, transducers, resistors, identification, interaction and functions.
  • Programmable logical controllers operation and program writing.

VELS Dimensions:
• Science knowledge and understanding
• Science at work.

Evidence of Achievement:
• Topic Tests and assignments
• Application of theoretical concepts to written practical exercise reports
• Students will be required to show innovation and application of mathematical concepts in their assignments and practical reports
• Exam
SC285 – PHYSICS OF MACHINES

Aim:
By applying physics and mathematical concepts students will extend their understanding of the design requirements of machines. This unit is an introduction to VCE Physics.

Special Requirements:
Students need to be proficient in the use of a scientific calculator and studying a minimum level of Further Mathematics in order to meet the demands of this course. Students need to work effectively as part of a team and resource everyday components for the building of models to test the concepts studied.

Areas of Study:
• The physics associated with machine structure and function. This will include;
• Gear train types including spur, helical, epicyclic, cyclo, racks and pinions and worm drives. Cam and linkage operation including Coriolis effects.
• Relationships between forces, determining the centre of gravity and stability, stress and strain, tension and compression, ties and struts and the effect of thermal expansion.
• Investigating the properties of buoyancy, density, pressure and the function of hydraulic systems.
• Alternative Energy will be investigated using STELR program (Investigative based learning activities).

VELS Dimensions:
• Science knowledge and understanding.
• Science at work.

Evidence of Achievement:
• Topic Tests and assignments.
• Application of theoretical concepts to written practical exercise reports.
• Students will be required to show innovation and application of mathematical concepts in their assignments and practical reports.
SC270 – CHEMICAL REACTIONS AND ANALYSIS
Aim:
Students will develop an understanding that the behaviour and properties of materials are dependent upon their constituent particles and the forces holding them together. This will include using a variety of techniques to analyse commercial materials. Students will also develop an awareness of safety issues involved in the use of chemicals. This unit is an introduction to VCE Chemistry.

Areas of Study:
• Atomic Theory, Periodic table, Chemical bonding, Chemical reactions
• Investigation of materials e.g. hydrocarbons, metals, polymers
• Analysis of materials using chemical techniques.
• Safe handling and disposal of chemicals.

VELS Dimensions:
• Science knowledge and understanding
• Science at work.

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Topic tests.
• Report of research activities.
• Practical reports and skills tests.
• Exam

SC295 – INTRODUCTION TO PSYCHOLOGY
Aim:
To introduce students to the basic theory of psychology. Students understanding this unit will learn what psychology is and how it has become recognized as a science. This unit is an introduction to VCE Psychology Unit 1.

Areas of Study:
• Origins & fields of psychology
• Shaping development - heredity versus environment
• Criminology
• Cognitive development
• Mental health – attitudes, prejudice and persuasion
• Pseudo psychology
• Introduction to empirical research activities

VELS Dimensions:
• Science knowledge and understanding
• Science at work.

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Topic Tests
• Assignments
• Practical work and written reports
• Major Project Report
• Exam
TC237 – METAL FABRICATION SKILLS

Aim:
To provide students with the opportunity to use a range of metal preparation and welding processes to construct a range of products. This unit provides suitable preparation for VCE Design and Technology Metal and VET Metal Areas of Study:
• Oxy-acetylene welding and cutting.
• Workshop safety.
• Arc welding.
• Workshop drawings.
• Students can manufacture a number of models, eg. Ladder, car ramps, work of student’s choice.

VELS Dimensions:
• Investigating and designing
• Producing
• Analysing and evaluating

Evidence of Achievement:
• Skills related to the Arc and Oxy processes.
• Projects.
• Completion of workbook.
• Exam

Special Requirements:
• Additional costs apply for this unit.

TC236 – WORKING WITH METAL

Aim:
To give students experience in a wide range of metal working skills and equipment including oxy-acetylene and electric arc welding as well as engineering machines such as metal lathe and milling machine.

Areas of Study:
• Cover a range of manufacturing processes using hand and machine tools.
• Learn machinery techniques including turning and fitting, arc welding.
• Explore construction processes ranging from the use of heavy gauge steels to sheet metal materials.

VELS Dimensions:
• Investigating and designing
• Producing
• Analysing and evaluating

Evidence of Achievement:
• Folio.
• Skills based exercises.
• Models
• Exam

Special Requirements:
• Additional costs apply for this unit.
TC269 – SMALL ENGINES

Aim:
For students to learn the principles of complex mechanisms including the operation of small two stroke and four stroke cycle engines.

Areas of Study:
• Hydraulic and pneumatic systems.
• The operating cycle of two and four stroke engines.
• Basic carburetor and ignition system operations.
• Service, tuning and basic repairs to small engines.
• Related workshop safety.

VELS Dimensions:
• Investigating and designing
• Producing
• Analysing and evaluating

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Application of approved cert II safety expectations.
• Presentation of selected cert II theory tasks.
• Completion of selected cert II practical tasks.
• Exam

Special Requirements:
• Additional costs apply for this unit.

TC270 – MOTOR MECHANICS FOR GIRLS

Aim:
To provide girls an opportunity to gain a general understanding of motorcars and their systems.

Areas of Study:
• Multi Cylinder 4 stroke engines
• Ignition and Fuel system operation.
• Vehicle Clutch and Gearbox operation.
• Motorcar operation and minor servicing.
• Related workshop safety.

VELS Dimensions:
• Investigating and designing
• Producing
• Analysing and evaluating

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Completion of practical tasks.
• Presentation of assignments and theory tasks.
• Application of approved cert II safety expectations.
• Exam

Special Requirements:
• Additional costs apply for this unit.
TC271 – AUTOMOTIVE TECHNOLOGY

Aim:
This course is designed to give students a base knowledge of vehicle operating systems, along the basics of maintaining a vehicle. A variety of automotive systems are discussed to stimulate the student’s appreciation for this means of transportation.

Areas of Study:
• Workshop safety & tooling
• braking systems
• four stroke engine operation,
• component identification, and
• basic vehicle electronics.

VELS Dimensions:
Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Completion of practical tasks.
• Presentation of assignments and theory tasks.
• Application of approved cert II safety expectations.
• Exam

Special Requirements:
• Additional costs apply for this unit.

TC272 – SYSTEMS TECHNOLOGY

Aim:
This course is designed to give students a base knowledge of systems technology including mechanical principles, design and manufacture.

Areas of Study:
• Recognise and illustrate the principles of how mechanical systems provide movement and advantage.
• Record the processes in planning and manufacturing a system which demonstrates mechanical advantage.
• Manufacture of a system using appropriate tools and equipment, and complying with all safety standards.

VELS Dimensions:
Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Completion of practical tasks.
• Presentation of assignments and theory tasks.
• Application of approved cert II safety expectations.
• Exam

Special Requirements:
• Additional costs apply for this unit.
TC251 – PRACTICAL WOODWORK

Aim:
The purpose of this unit is to promote an appreciation of different species of timber, tools and machinery usage and various finishing techniques. This is suitable preparation for VCE Design and Technology Wood.

Areas of Study:
Through use of appropriate processes, students will be able to design and construct useful products.

VELS Dimensions:
• Investigating and designing
• Producing
• Analysing and evaluating

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Design folio.
• Assignment.
• Project.
• Evaluation
• Exam

Special Requirements:
• Additional costs apply for this unit.

TC252 – GIRLS IN WOODWORK

Aim:
The purpose of this unit is to extend and enhance woodworking skills for girls. It also aims to promote an appreciation of different species of timber, tools and machinery usage and finishing techniques. This is suitable preparation for VCE Design and Technology Wood.

Areas of Study:
Students will investigate, design and construct useful items involving woodworking techniques and processes.

VELS Dimensions:
• Investigating and designing
• Producing
• Analysing and evaluating

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Assignment
• Project
• Exam

Special Requirements:
• Additional costs apply for this unit.
TC253 – FURNITURE MAKING

Aim:
The purpose of this unit is to develop an awareness of creating furniture design, investigate functional designs and to learn the skills and knowledge of tools and equipment related to furniture making. This is suitable preparation for VCE Design and Technology Wood.

Areas of Study:
• Workshop Safety.
• Project Planning.
• Design Drawings/Sketches.
• Construction Methods
• Finishings.
• Research.

VELS Dimensions:
• Investigating and designing
• Producing
• Analysing and evaluating

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Design plans
• Project (planning and production)
• Joining techniques
• Exam

Special Requirements:
• Additional costs apply for this unit.
TC209 – FOOD TECHNOLOGY

Aim:
For students to gain an understanding of the technological advances of food and the food industry in today’s modern society. This unit is suitable as preparation for VCE Food Technology.

Areas of Study:
- Product development and designing
- Hygiene and safety in the kitchen.
- Evaluation of food products.
- Understanding and knowledge of food processes.
- Key knowledge of convenience foods, food processing, food preservation, food packaging environmental issues of packaging, food labeling and food additives.
- Emerging new foods and equipment.

VELS Dimensions:
- Investigating and designing.
- Producing.
- Analysing and evaluating

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
- Practical productions – 80% participation.
- Completion of 3 design plans
- Research investigations.
- Production evaluations.
- Written tests.
- Practical production test.
- Exam

Special Requirements:
Additional costs apply for this unit.

TC200 – MEAL PLANNING

Aim:
For students to develop an understanding of basic cooking methods and the planning of meals with an emphasis on breakfast, lunch, dinner and snacks. This unit is suitable as preparation for VCE Food Technology.

Areas of Study:
- Meal planning and designing
- Hygiene and safety the kitchen.
- Evaluation of food products
- Understanding and knowledge of food processes.
- Key knowledge of breakfast, lunch, dinner and snacks.

VELS Dimensions:
- Investigating and designing.
- Producing.
- Analysing and evaluating

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
- Practical productions – 80% participation.
- Completion of 3 design plans
- Research investigations.
- Production evaluations.
- Written tests.
- Practical production test.
- Exam

Special Requirements:
Additional costs apply for this unit.
TC201 – INTERNATIONAL FOODS

Aim:
For students to learn the skills and knowledge related to foods from other countries and their influence on Australian diet and cuisine. This unit is suitable as preparation for VCE Food Technology.

Areas of Study:
• Designing meals from around the world.
• Hygiene and safety in the kitchen.
• Evaluation of food products.
• Influences on the Australian food culture.
• Key knowledge of multicultural Australia.
• Understanding and knowledge of foods from Asia, Europe, Middle East and America.

VELS Dimensions:
• Investigating and designing.
• Producing.
• Analysing and evaluating

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Practical productions – 80% participation.
• Completion of 3 design plans
• Research investigations.
• Production evaluations.
• Written tests.
• Practical production test
• Exam

Special Requirements:
Additional costs apply for this unit.

TC202 – OUR RESTAURANT RULES

Aim:
For students to gain an understanding of the operations of a catering business and how food is prepared and served by working and running all areas of a restaurant. This unit is not suitable for those students studying VET Hospitality. This unit is suitable as a preparation for VCE Food Technology.

Areas of Study:
• Hygiene and safety in the kitchen.
• Areas of employment in the catering industry.
• Management and Principles
• Kitchen layout.
• Kitchen equipment.
• Understanding and knowledge of food processes.
• Food service.
• Evaluation of products.

VELS Dimensions
• Investigating and designing.
• Producing.
• Analysing and evaluating

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement:
• Practical productions – 80% participation.
• Completion of design plan.
• Research investigations.
• Production evaluations.
• Written tests.
• Practical production test
• Exam

Special Requirements:
Additional costs apply for this unit.
TC284 – WORD PROCESSING AND DESKTOP PUBLISHING

Aim:
This course develops student’s skills in word processing and desktop publishing. It also involves the study of the implications of computers and their effects on society. Students will use an MS-DOS computer system. This is suitable preparation for VCE Information Technology.

Areas of Study:
• Advanced word processing.
• Desktop publishing.
• The effect of computers on society.

VELS Dimensions
• Investigating and designing.
• Producing.
• Analysing and evaluating

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement
• Practical tests on application.
• Research assignment.
• Investigation on one topic.
• Extension work.
• Practical work
• Exam

TC285 – DATA PROCESSING

Aim:
This course develops students; skills in spreadsheets and databases and the use of an integrated package to combine work from different applications. It also involves study of the implications of computers and their effects on society. Students will use an MS-DOS computer system. This is suitable preparation for VCE Information Technology.

Areas of Study:
• Spreadsheets
• Databases and reporting
• The effect of computers on society

VELS Dimensions
• Investigating and designing.
• Producing
• Analysing and evaluating

Students will be assessed against the Victorian Essential Learning Standards

Evidence of Achievement
• Practical tests on applications.
• Research assignment.
• Investigation on one topic.
• Extension work.
• Exam
**TC286 – WED DESIGN**

**Aim:**
This course develops students’ skills in Website design. Students will learn basic HTML and CSS programming languages. Students will be required to develop a website for an actual business as part of the GippsWeb Competition. This is suitable preparation for VCE Information Technology.

**Areas of Study:**
- Problem Solving Methods
- Web Design
- Business Management

**VELS Dimensions**
- Investigating and designing.
- Producing.
- Analyzing and evaluating

Students will be assessed against the Victorian Essential Evidence of Achievement
- Practical tests on application.
- Research assignment.
- Investigation on one topic.
- Extension work.
- Practical work
- Exam

**Special Requirements:**
- Students should have basic computer skills prior to attempting this course

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**TC287 – WEB PROGRAMMING**

**Aim:**
This course develops students’ skills in various web programming languages, including: PHP, MySQL, HTML and CSS. This is suitable preparation for VCE Information Technology.

**Areas of Study:**
- Problem Solving Methods
- Web Programming Languages

**VELS Dimensions**
- Investigating and designing.
- Producing.
- Analyzing and evaluating

Students will be assessed against the Victorian Essential Evidence of Achievement
- Practical tests on application.
- Research assignment.
- Investigation on one topic.
- Extension work.
- Practical work
- Exam

**Special Requirements:**
- Students should have basic computer skills prior to attempting this course
TC288 – COMPUTER GAME DESIGN

Aim:
This course develops students’ skills in Computer game design. Students will learn how to use GameMaker as well as making games using flash and action script. This is suitable preparation for VCE Information Technology.

Areas of Study:
• Problem Solving Methods
• GameMaker
• Flash
• ActionScript

VELS Dimensions
• Investigating and designing.
• Producing.
• Analyzing and evaluating

Students will be assessed against the Victorian Essential Evidence of Achievement
• Practical tests on application.
• Research assignment.
• Investigation on one topic.
• Extension work.
• Practical work
• Exam

Special Requirements:
• Students should have basic computer skills prior to
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VCE Course Guide

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Studio Art  
Systems Engineering  
Theatre Studies  
Visual Communication and Design
Choosing your VCE English Course

There is a group of English studies consisting of English/ESL, English Language and Literature.

**THE ENGLISH GROUP**
The English group consists of:
- English
- English as a Second Language (ESL)
- Literature
- English Language

**ADVICE ON CHOOSING YOUR ENGLISH SUBJECTS**

1. English/ESL Units 1, 2, 3, 4.
The most common choice for all students. Includes a study of texts, persuasive language, contexts and an oral presentation.

2. Literature Units 1, 2, 3, 4.
For those who are strong readers as it focuses on the study of classic and contemporary texts.

3. English Language Units 1, 2, 3, 4.
For those who are interested in the origins and development of English as a language, and its complex uses and purposes as a means of communication. Includes an oral presentation.

**The English Requirement**
For completion of the VCE, 3 units of English must be satisfactorily completed.

The 3 units that are required for satisfactory completion must be selected from the English Group.

No more than 2 units of English/ESL may be counted towards the English requirement.

For calculation of an ATAR, students must also satisfactorily complete Units 3 & 4 of an approved sequence in the English Group.

Any of the approved Units 3/4 sequences within the English Group will be counted in the ATAR but no more than two will be permitted in the primary four.

**Help with choosing your (Units 1-4) sequence of English subjects**

- **You don’t feel confident about doing VCE English.**
  - Discuss your options with English and VCAL Coordinators

- **You succeeded in Year 10 core English.**
  - Consider English 1-4

- **You have completed the Literature or English Language unit at Year 10.**
  - Consider Literature or English Language as an addition to English or an alternative to English

- **You love reading and the study of texts.**
  - Consider English plus Literature 1-4
Choosing your Year 11 VCE Mathematics Course

At the end of Year 10 you will probably be in one of four situations. The boxes below outline the general consequences of each of these choices. For advice in regard to specific University and TAFE courses students should consult the latest VICTER.

1. You don’t feel confident about doing VCE Mathematics, perhaps you completed Year 10 Foundation Mathematics or experienced difficulty with Year 10 Further Mathematics (achieving below the expected standard) but you still want to do some Mathematics.
   - You could do Year 11 Foundation Mathematics (you should be aware that Foundation Mathematics does not lead directly to a Year 12 Mathematics study).
   - You could still complete Year 12 Mathematics if you are willing to do an extra VCE year.

2. You have performed well in Year 10 Further Mathematics eg. have a VELS assessment of C or above (achieving at or above the expected standard) and have met the outcomes in each semester. This will lead you into Year 11 General Mathematics Further, which in turn leads into Year 12 Further Mathematics.
   - Year 12 Further Mathematics is a pre-requisite for a range of University and TAFE courses that require a competence in General Mathematics.
3. You have completed Year 10 Mathematical Methods. This will lead you to Year 11 General Mathematics Further, which in turn leads to Year 12 Further Mathematics. Year 10 Mathematical Methods has covered most concepts in more detail than Year 10 Further Mathematics. Year 12 Further Mathematics is a prerequisite for a range of University and TAFE courses that require a competence in General Mathematics.

4. You have performed well in Year 10 Mathematical Methods, e.g., have a VELS assessment of C or above (achieving at or above the expected standard) and achieved very good and excellent for the assessment task. This leads you to Mathematical Methods Unit 1 & 2 in conjunction with General Mathematics Maximum at Year 11. These two Mathematic subjects need to be studied together to provide a sound preparation for Year 12 Mathematical Methods.
At the end of Year 11 you will probably be in one of four situations. The boxes below outline the general consequences of each of these choices. For advice in regard to specific University and TAFE courses students should consult the latest VICTER.

1. You have successfully completed Year 11 Foundation Mathematics and would like to extend your mathematical knowledge and skills. You can choose Year 11 General Further Mathematics. Please note that Foundation Mathematics does not lead directly into Year 12 Mathematics study. You could still complete Year 12 Mathematics if you are willing to do an extra VCE year.

2. You have completed Year 11 General Mathematics Further with a test average of C+ or better. You could choose Year 12 Further Mathematics. Year 12 Further Mathematics is a pre-requisite for a range of University and TAFE courses that require competence in General Mathematics. Further Mathematics is also recognised by a range of employers as an indication of competence in Mathematics.
3. You have completed Year 11 Mathematical Methods & General Mathematics Maximum You could choose Year 12 Further Mathematics. Year 12 Further Mathematics is a pre-requisite for a range of University and TAFE courses that require competence in General Mathematics. eg. Business courses. Further Mathematics is also recognised by a range of employers as an indication of competence in Mathematics.

4. You have performed well in Year 11 Mathematical Methods eg. have a VELS assessment of C+ or above (achieving at or above the expected standard) and achieved very good and excellent for a number of assessment tasks.
   This leads you to Mathematical Methods at Year 12. You could also choose to study Specialist Mathematics. Year 12 Mathematical Methods is a pre-requisite for a range of University and TAFE courses including Science, Engineering and some Business courses. Some also require Specialist Mathematics. You can only do Specialist Mathematics if you are also doing Year 12 Mathematical Methods.
Early Start Subjects

What is an early start subject?
Year 10 students have the opportunity to enroll in a VCE subject. Typically, an early start student will complete Units 1&2 of a subject in Year 10 and Units 3&4 during Year 11. This allows them to enter Year 12 having already achieved a study score, which can help them increase their overall ATAR score. Also, as only units 3&4 lead to a study score, doing an year 12 subject in year 11 means the student only has one scored subject to focus on, rather than 5 in Year 12.

Who should do an early start subject?
Students who have a high focus on obtaining an ATAR score, are intending to study at university and have a strong work ethic are suited to studying an early start subject. These students need to be highly motivated, independent learners. Typically, an early start subject is only beneficial if a student performs well in the subject.

How do I apply to do an early start subject?
It is important to understand that early start subjects are not a regular part of Year 10 studies and are suitable for a select group of students. While the decision to enroll in an early start subject is ultimately up to the individual student, there are a number of processes prospective early start students must go through to ensure they are choosing this pathway for appropriate reasons.

Application Process
1. **Course selection form**
   - Indicate on your course selection form the subject you would to enroll in.
   - Make sure all of the check box’s apply to you and tick them.
   - Get your current teacher of the subject most similar to the subject your are applying for to approve and sign your application.
   - Briefly explain why you would like to enroll in an early start subject.
   (You can use the criteria on the next page to help decide whether this program is appropriate for you)

2. **Course counselling**
   **IF YOU ARE ENROLLING IN EARLY TART YOU MUST ATTEND A COURSE COUNSELLING INTERVIEW WITH YOUR PARENT/S.**
   In your interview, you will discuss the criteria on the next page to assess how suitable this course is for you. Your course counsellor will sign off that you have attended the interview.
Criteria for Early Start Subjects

Read through the following questions, and their descriptions, and work out how well they apply to you. If you have clear, positive answers for each of the 4 questions, then it is likely that an early start subject is a good idea for you. Please keep in mind that these are not selection criteria. They simply describe the set of circumstances which is usually the most appropriate, to make sure you are selecting the subject for the right reasons. If you answer no to some of these questions, make sure you explain to your course counselor why you want to do early start, and they can advise whether it will be helpful to your or not.

1. Are you HIGHLY motivated to put in a high level of effort?
   This is the most important question. There is no benefit in just doing an early start subject. You will be in a class for 2 years with students in the year level above you, and will expected to be working at, or even above the standard that they are. You will only have one VCE subject to focus on, instead of 6, and show you need to be putting a lot of work into this class.

2. Do you have a clear goal/pathway for after you leave school.
   The more you know about what you want to do, the better an idea early start is for you. If you know what your intended career is, and the university course required for this - great! If not, you should at least intend to study at university

3. Are you aiming for an ATAR score?
   By completing the regular VCE course you will complete more than enough units to satisfy your VCE requirements, so doing an early start subject will only help you improve your ATAR score, not to pass VCE. If you have thought, or been told that doing an early start subject is easier because you will have less to do in Year 12, this is not the case. Early start students work harder than other students, not less.

4. Are you seeking to enroll in your favorite or most important subject?
   Some students choose, or advised to choose a subject that they are really interested in to do as an early start. In Year 10, you are able to choose a wide range of subjects which interest you, but in Year 11 and 12, you will have less of a range as you choose a mix of subjects you are interested in, and ones that are prerequisites or appropriate for your University studies. Having at least one subject that you really enjoy in Year 12 will be highly beneficial.
VCE Units offered*

Accounting
Art
Biology
Business Management
Chemistry
Dance
Design and Technology
Drama
Economics
English
English Language
English as a Second Language
Environmental Science
Food and Technology
Geography
Health and Human Development
History
Information Technology
Australian and Global Politics
Legal Studies
Literature
Languages Other Than English
Mathematics
Media
Music Performance
Music Styles
Outdoor and Environmental Studies
Philosophy
Physical Education
Physics
Psychology
Sociology
Studio Arts
Systems Engineering
Theatre Studies
Visual Communication and Design

* Whilst all of the above units are offered, parents and students should be aware that the final decision as to which subjects run is dependant on a number of factors, including the number of students that choose that subject.
Accounting

Rationale
Accounting is the process of recording, reporting, analysing and interpreting financial data and accounting information which is then communicated to internal and external users of this information. It plays an integral role in the successful operation and management of businesses.
VCE Accounting focuses on small businesses. Unit 1 begins with a small service business, allowing students to develop knowledge and skills in accounting without the complexities of accounting for trading businesses or large organisations. Units 2, 3 and 4 then focus on a single activity trading business where students build on and extend their accounting skills.

AC011 Unit 1 Establishing and operating a service business
This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit.

AC012 Unit 2 Accounting for a trading business
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 the 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.

AC033 Unit 3 Recording and reporting for a trading business
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

AC034 Unit 4 Control and analysis of business performance
This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Satisfactory completion
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s performance on assessment tasks designated for the unit.

Levels of achievement
Unit 1 and 2: Graded school based assessment tasks
Unit 3 and 4:
Unit 3 school-assessed coursework: 17 per cent
Mid-year examination: 33 per cent
Unit 4 school-assessed coursework: 17 per cent
End of year examination: 33 per cent
Rationale
This study encourages students to explore ideas and to demonstrate effective working methods and a range of technical skills through investigation and experimentation. Inter media and cross media investigations are an integral part of this exploratory process. It also equips students to respond to art in an informed and articulate manner.

AR011 Unit 1
This unit encourages the imaginative exploration of materials, techniques and working methods, demonstrating visual solutions to set tasks and studying the ways in which the art of the past and present relates to the society for which it was created.

AR022 Unit 2
This unit focuses on the development of art works demonstrating effective working methods and studying the roles of artists and their innovative and personal involvement in art.

AR033 Unit 3
In this unit students present a broad and innovative body of work as they communicate ideas through experiments in one or more media. A range of approaches to interpreting art are studied and applied.

AR034 Unit 4
In this unit students further present a broad and innovative body of work as they communicate ideas through experiments in one or more media. A range of approaches to interpreting art are studied and applied.

Entry
There are no prerequisites for Units 1, 2 and 3. Units 3 and 4 are taken as a sequence.

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit. Students must undertake Unit 3 prior to Unit 4.

Levels of Achievement
Unit 1 and 2:
Graded school based assessment tasks
Unit 3 and 4:
Unit 3 school-assessed coursework: 10 per cent
Unit 4 school-assessed coursework: 10 per cent
Units 3 and 4 school-assessed task: 50 per cent
End of year examination: 30 per cent
Rationale
Biology is the study of living organisms, of life processes, and of the different levels of organisation from the cell to the biosphere. It includes the study of interactions between organisms and between organisms and their environments. It considers the unity and continuity of life as well as diversity and change.

BIO11 Unit 1 Organisms in their Environments
This unit examines communities of living organisms and their non-living surroundings. The complex interactions that sustain life on Earth, and the nature and effects of environmental change are also considered.

BIO22 Unit 2 Functioning Organisms
This unit examines the characteristics, which assist plants and animals to function effectively in their particular environments. The applications of technology to explore, maintain and modify reproduction and development, and the issues associated with the use of this technology are investigated.

BIO33 Unit 3 Signatures of life
In this unit students consider the molecules and biochemical processes that are indicators of life. They investigate the synthesis of biomolecules and biochemical processes that are common to autotrophic and heterotrophic life forms. Students consider the universality of DNA and investigate its structure; the genes of an organism as functional units of DNA and coding for the production of a diverse range of proteins in an organisms. Students consider advances in proteomics applied for example, to medical diagnosis. Students investigate how cells communicate with each other at molecular level in regulating cellular activity. Students also consider the technological advances that have contributed to our knowledge and understanding of molecular biology.

BIO34 Unit 4 Continuity and Change.
In this unit students examine evidence for evolution of life forms over time. Students explore hypotheses that explain how changes to species have come about. In addition students explore the universality of DNA, and conservation of genes. Students study how genes are transmitted to generation and consider the relationship between heritable variation and the environment. Students examine the interrelationships between biological, cultural and technological evolution. Students also investigate emerging technological applications and the implications of advances in molecular genetics. The ability to apply technologies that can change the genetic composition of individual organisms and species, including humans, raises controversial issues for individuals and society. Students examine these issues and consider their implications from a variety of perspectives.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. However, completion of Unit 1 or 2 is highly recommended before beginning a 3-4 sequence. Students who first enter the study at Unit 3 may need to do preparatory work based on Units 1 and 2, as specified by the teacher. Units 3 and 4 are taken as a sequence.

Satisfactory Completion
Demonstrated achievement of the learning outcomes set for the unit.

Levels of Achievement
Unit 1 and 2:
Graded school based assessment tasks
Unit 3 and 4:
Unit 3 school-assessed coursework: 17 per cent
Mid-year examination: 33 per cent
Unit 4 school-assessed coursework: 17 per cent
End-of-year examination: 33 per cent
Rationale
Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. It examines the challenges, complexity and rewards that come from business management, and provides insight into the ways resources can be managed in small, medium and large scale organisations. A range of management theories is also introduced and tested against management in practice through exposure to real business scenarios.

BM011 Unit 1 Small Business Management
This unit studies generic business concepts, which apply to the management of organisations of varying size, complexity or industry setting. It also involves a consideration of the range of activities related to planning and operation of a small business.

BM022 Unit 2 Communication and Management
This unit studies the importance of effective communication in achieving business objectives. Methods and forms of communication in different situations are examined, with a particular focus on marketing and public relations.

BM033 Unit 3 Corporate Management
This unit examines the role and importance of large-scale organisations to the Australian economy. It considers aspects of the internal environment, including management styles and skills, and the importance of the operations management function in producing quality goods and services in a competitive, global environment.

BM034 Unit 4 Managing People and Change
This unit examines the human resource management practices and processes with a key focus on the employment cycle and employee relations. The management of change is a key focus as large organisations seek to build or maintain a competitive position in a rapidly changing global business environment.

Entry
There are no prerequisites for entry to Units 1, 2 and 3.

Units 3 and 4 are taken as a sequence

Satisfactory Completion
Demonstrated achievement of the learning outcomes set for the unit.

Levels of Achievement
Units 1 and 2
Graded school based assessment tasks

Unit 3 and 4
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent

End of year examination: 50 per cent
Rationale
Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interactions of substances. It is used to explain natural phenomena at the molecular level, as well as create new materials such as medicines and polymers. Students will investigate, explore and discuss chemical concepts and issues.

CH011 Unit 1
This unit explores the big ideas of chemistry – the Periodic Table and atomic theory. It also focuses on the structure, properties and applications of materials. All areas of study in this unit involve conducting investigations/experiments and making connections between concepts and their practical applications.

CH022 Unit 2
In this unit students will investigate how chemistry is used to respond to the effects of human activities on our environment. The two areas of focus are Water and the Atmosphere. Students will investigate chemical reactions by conducting practical activities. Students will study the nitrogen and carbon cycles.

CH033 Unit 3
Students will investigate the scope of techniques used by analytical chemists. Organic reactions pathways and the chemistry of particular organic molecules will also be studied. Students will complete an extended experimental investigation. They will become conversant with the language and symbols of chemistry, chemical formulae and equations to explain observations and data collected from experiments.

CH034 Unit 4
In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Students will explore how to obtain optimum conditions for the production of a selected chemical. They will also research how energy is produced from available resources and consider the efficiencies, advantages and disadvantages of each energy source. A summary report of three practical activities is a requirement and the annotations must show the links between the practical activities.

Entry
Prerequisites for entry into Units 1 and 2 include the successful completion of Chemical Reactions and minimum of Further Mathematics at Year 10. Students are strongly advised to take Chemistry Units 1 and 2 and Mathematical Methods and/or Mathematics Maximum Units 1 and 2 before Chemistry Unit 3. A final examination grade of C+ or higher in Chemistry Unit 2 is expected. Exceptions to the above prerequisites may be made, but only after consultation with the careers and subject teachers. Units 3 and 4 are taken as a two-unit sequence.

Satisfactory Completion
Demonstrated achievement of the learning outcomes set for the unit.

Levels of Achievement
Units 1 and 2
Graded school based assessment tasks
Units 3 and 4.
Unit 3 school-assessed coursework: 17 per cent
Mid Year examination: 33 per cent
Unit 4 school-assessed coursework: 17 per cent
Unit 4 examination: 33 per cent
Select one of the following focuses

| Metal (M) | OR | Wood (W) |

Rationale
This study engages students in technological tasks that call on their knowledge and understanding of materials and production processes to design and make products suitable for their intended purpose. Students also have opportunities to undertake production activities often related to industrial and commercial practices.

DT011 Unit 1
This unit focuses on the distinctive properties of materials, the selection of materials for specific purposes and the tools, equipment and machines used to process materials.

DT022 Unit 2
This unit focuses on the origins of products, the considerations and constraints that may be imposed as products are developed and the impact of these constraints on product solutions.

DT033/DT034 Units 3 and 4
In these units students explore the complex forces involved in the design and development of a product for the mass market. They also focus on how judgments of products can be informed by a comparison of products in terms of their quality, usefulness and appeal. The role and influence of product promotion and marketing are also considered.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Graded School based Tasks
Units 3 and 4
Unit 3 school-assessed coursework: 10 per cent
Unit 4 school-assessed coursework: 10 per cent
Units 3 and 4 school-assessed task: 50 per cent
Units 3 and 4 examination: 30 per cent
Rationale
This study provides students with the opportunity to examine and explore the ways in which drama gives form to, and makes meaning of, a range of social, political, cultural and historical contexts. It focuses on the development of expressive skills within dramatic structures and the development and performance of imagined characters, achieved through the refinement of skills, techniques and processes in the creation and presentation of dramatic works.

DR011 Unit 1
This unit focuses on the art of transforming into imagined characters, examining the place of role and status in characterisation, and using performance structures such as solo or ensemble performance.

DR022 Unit 2
This unit focuses on the differing perspectives and interpretations that drama can give to play scripts and stimulus material from a range of cultures. It explores the application of dramatic elements and stagecraft and the development of expressive skills in the student’s own work.

DR033/ DR034 Units 3 and 4
In these units non-naturalistic drama from a diverse range of traditions is explored in the development of ensemble performance. The use of performance style, theatrical conventions and stimulus materials from a variety of cultural sources is explored in the development of a solo performance.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2
Individual school decision.

Units 3 and 4
School-assessed coursework and two end-of-year examinations.

Unit 3 school-assessed coursework: 35 per cent
Unit 4 school-assessed coursework: 5 per cent
Units 3 and 4 Written examination: 25 per cent
Unit 4 Performance examination: 35 per cent
Rationale
Economics focuses on decisions about how production occurs, how resources are allocated and how proceeds of production are distributed. These economic decisions not only affect the wellbeing of particular nations and their people but also increasingly influence living standards regionally and globally.

EC011 Unit 1 The Australian Economy
The focus of this unit is the study of economic decision-making and economic issues of importance to the Australian economy in the twenty-first century.

EC022 Unit 2 Australia and the Global Economy
The focus of this unit is the study of Australia’s external relationships and economic issues of importance in the global economy in the twenty-first century.

EC033 Unit 3 Economic Activity and Objectives
The focus of this unit is the study of economic activity in Australia and the factors that affect achievement of the objectives of the Australian economy.

EC034 Unit 4 Economic Management
The study of this unit is the study of the management of the Australian economy, which concentrates on budgetary, monetary and micro-economic policy used by the Australian Government.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. However it is recommended students complete unit 1 or 2 before commencing a 3-4 sequence.

Satisfactory Completion
Demonstrated achievement of set learning outcomes.

Levels of Achievement
Unit 1 and 2
Graded school based assessment tasks
Unit 3 and 4
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
Units 3 and 4 examination: 50 per cent.
Rationale
This study aims to develop competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment, further education, and participation in a democratic society. It emphasises the integration of reading, writing, speaking, listening, and thinking. It values student diversity and particularly encourages learning in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding.

EN011 Unit 1
The focus of this unit is on a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimedia texts.

EN012 Unit 2
The focus of this unit is on reading and responding to an expanded range of texts types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimedia texts.

EN013 Unit 3
The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

EN014 Unit 4
The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimedia texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

Entry
While there are no prerequisites for entry to Units 1, 2 and 3, school-aged students normally enrol in all the English units and must pass 3 of them to be awarded the VCE. (Mature Aged students are only required to pass the 3-4 sequence)

Satisfactory Completion
Demonstrated achievement of the learning outcomes set for the unit.

Levels of Achievement
Unit 1 and 2
Graded school based assessment tasks.
Unit 3 and 4
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
End-of-year examination: 50 per cent
Rationale
Language is central to human life. Learning about language helps us to understand ourselves and the world in which we live. Language is the cornerstone of social cohesion. This study aims to combine learning about the nature of language in human thought and communication with learning how to use English more effectively and creatively. It is informed by the discipline of linguistics and integrates a systematic exploration of the nature of the English Language. Students develop skills in the description and analysis of a diverse range of spoken and written English texts. A knowledge of how language functions helps develop skills useful in any field in which attention is paid explicitly to language, such as communications, communication disorders, speech and reading therapy, pre-school and primary education, foreign language and English teaching. These skills also have a profound impact upon and are central to areas such as psychology, cognitive science, computer science, and philosophy.

ELO11 Unit 1
The focus of this unit is on developing an understanding of the nature of language and how language can be used for a variety of functions. In particular, a focus on the developmental stages of child language acquisition and what they need to learn as they develop from babyhood to early adolescence. Students will identify, analyse, interpret, read and present in written, oral and/or multimedia form.

ELO12 Unit 2
The focus of this unit is on the historical development of the English language across time, through analysis of language families and linguistic change. The development of Australian English is also studied. The study of the dramatic effects of the process of globalisation on the English language is also explored. Students will respond to a range of texts in written, oral and/or multimedia form.

ELO13 Unit 3
The focus of this unit is language in its social setting. It explores the purposes of communication and the range of uses and users. The way language is used as a means of societal interaction and of identifying and defining individual and group membership is also explored. Students will respond to a range of texts in written, oral or multimedia form.

ELO14 Unit 4
The focus of this unit is on texts in their contexts. Language is always encountered as text and it is the large range of texts that much of the meaning of a culture, its values, knowledge and ideologies, are constructed. This unit provides a framework for the study of texts by looking at various dimensions of style: the grammatical and discourse structure of language; the choice and meaning of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed. The aim is to describe the inter-relationship between words, sentences and text to discover how they construct their message. Students will respond to a range of texts in written, oral or multimedia form.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Satisfactory Completion
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s performance on assessment tasks designated for the unit.

Levels of Achievement
Units 1 and 2
Graded school based assessment tasks
Units 3 and 4
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
End of year examination: 50 per cent
Rationale
This study is designed to cater for students who are learning English as a Second Language. It develops competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment, further education and participation in an English-speaking society. It emphasises the integration of reading, writing, speaking, listening and thinking. It values student diversity and particularly encourages students’ language development and confidence in English language skills and understanding.

ENO91 Unit 1
The focus of this unit is the reading of a range of texts, with the development of competence and confidence in writing, and the use of and response to oral language in different contexts.

ENO92 Unit 2
The focus of this unit is on a variety of forms of response to texts, experimentation with different written forms, and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

ENO93 Unit 3
The focus of this unit is the development of critical responses to both print and non-print texts, including media texts, and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

ENO94 Unit 4
The focus of this unit is the development of critical responses to both print and non-print texts and the achievement of competence and confidence in writing for different purposes and audiences in a variety of forms.

Entry
Students must have been in Australia (as a citizen or as an exchange student) for less than seven years and must have a language other than English as their first language. While there are no prerequisites for entry into Units 1, 2 and 3, school-aged students normally enrol in all the English units and must pass 3 of them to be awarded the VCE.
(Mature Aged students are only required to pass the 3-4 sequence)

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Graded school based assessment tasks
Units 3 and 4
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
End of year examination: 50 per cent
Rationale
This study examines the application of environmental science to ecologically sustainable development and environmental management. It provides the opportunity for students to understand the structure, function and diversity of natural ecosystems on this planet and evaluate the impacts of human activities on them.

EV011 Unit 1
This unit focuses on the environment and its components. The ecosystem’s function and the interaction in and between the ecological components will be investigated, as well as considering the effects of natural and human-induced changes in ecosystems.

EV012 Unit 2
This unit investigates the characteristics of environmental indicators and their use in monitoring programs. Environmental indicator data will be defined, collected and interpreted.

EV033/ EV034 Units 3 and 4
In these units two major ecological issues which provide challenges for the present and future will be examined. Pollution and its effect on the health of humans and the environment will also be investigated.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Graded School based Task.
Units 3 and 4
Unit 3 school-assessed coursework: 17 per cent
Unit 3 mid-year examination: 33 per cent
Unit 4 school-assessed coursework: 17 per cent
Unit 4 end-of-year examination: 33 per cent
Rationale

VCE Food and Technology focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation. They develop knowledge of the physical, chemical, sensory and functional properties of food and are able to apply this knowledge when using food in a practical situation.

FY011 Unit 1: Food safety and properties of food
In this unit students study safe and hygienic food handling and storage practices and apply these practices in the preparation of food. They consider food preparation practices suitable for use in a small-scale food operation, and consider the selection and use of a range of tools and equipment suitable for use in food preparation. Students examine the links between classification of foods and their properties, and examine changes in properties of food when different preparation and processing techniques are used.

FY022 Unit 2: Planning and preparation of food
In this unit students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food. Students work both independently and as members of a team to research and implement solutions to a design brief. They use the design process to respond to challenges of preparing food safely and hygienically for a range of contexts and consumers, taking into account nutritional considerations, social and cultural influences, and resource access and availability.

FY033 Unit 3: Food preparation, processing and food controls
In this unit students develop an understanding of food safety in Australia and the relevant national, state and local authorities and their regulations, including the Hazard Analysis and Critical Control Points (HACCP) system. They investigate the causes of food spoilage and food poisoning and apply safe work practices while preparing food. Students demonstrate understanding of key foods, analyse the functions of the natural components of key foods and apply this information in the preparation of foods. They investigate cooking techniques and justify the use of the techniques they select when preparing key foods. Students develop an understanding of the primary and secondary processes that are applied to key foods, including food-processing techniques to prevent spoilage. They also preserve food using these techniques.

FY034 Unit 4: Food product development and emerging trends
In this unit students develop individual production plans for the proposed four to six food items and implement the design plan they established in Unit 3. In completing this task, students apply safe and hygienic work practices using a range of preparation and production processes, including some which are complex. They use appropriate tools and equipment and evaluate their planning, processes and product. Students examine food product development, and research and analyse driving forces that have contributed to product development. They investigate issues underpinning the emerging trends in product development, including social pressures, consumer demand, technological developments, and environmental considerations. Students also investigate food packaging, packaging systems and marketing.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

Individual school decision.

Units 3 and 4

Unit 3 School-assessed Coursework: 18 per cent
Unit 4 School-assessed Coursework: 12 per cent
Units 3 and 4 School-assessed Task: 40 per cent
End-of-year examination: 30 per cent
Geography

Rationale
This study focuses on the geography of natural and human environments. Geographers investigate the changing patterns of place using a range of geographical resources and skills. They observe, describe, explain and analyse patterns of phenomena that affect places at or near the surface of the Earth.

GEO11 Unit 1: Natural Environments
The unit focuses on the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth’s surface. It also examines how the interactions between natural processes and human activities can also change natural environments. Students must study two natural environments at two different scales.

GEO22 Unit 2: Human Environments
The unit focuses on the characteristics of human environments and changes in them. It considers the dynamic nature of rural and urban environments and the factors contributing to change that affect the management and the sustainability of the human environments. Students must study two human environments in each area of study one of which must be a rural environment and one of which must be an urban environment. One environment must be located in Australia and one from another country. Each environment selected for study must focus on human geography at two different scales.

GE033 Unit 3: Regional Resources
The unit considers the characteristics of resources. The focus is on the concept of region and situates the resource within a regional perspective. One of the most important changes in this unit is the mandating of a study of the use and management of an Australian water resource - the Murray Darling Basin region in Area of Study 1. It enables students to gain a regional perspective in determining the availability, utilization and sustainability of water in this region. In Area of Study 2 students will study the use and management of a resource in their local area and within the region. They will justify a policy for the future use and management of the resource with an emphasis on its sustainability. Importantly in their study of this resource students will undertake fieldwork. Fieldwork is mandated in this area of study.

GE034 Unit 4: Global Perspectives
The unit focuses on the geographic characteristics of global phenomena and responses to them. It considers the factors primarily responsible for generating global phenomenon and focuses on the ways in which people and organizations respond to the impact of the global phenomenon. It analyses and evaluates policies and strategies including those that promote sustainability. Students study two global phenomena in each area of study, one of which must be the study of human population.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Units 3 and 4 are taken as a sequence.

Satisfactory Completion
Demonstrated achievement of the learning outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Graded school based assessment tasks.

Units 3 and 4
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
End of year examination: 50 per cent
Rationale
The central focus of the Health and Human Development study is to examine the factors that promote wellbeing in individuals, families and communities. This study aims to develop an understanding of the relationship between health and human development.

HH011 Unit 1 The Health and Development of Australia’s Youth
This unit examines the physical, social and emotional development associated with adolescence and the challenges for and resources available to young people during this stage of their development.

HH022 Unit 2 Individual Human Development and Health Issues.
This unit explores the requirements for optimal health and development throughout childhood and adulthood, the results of social and environmental factors on health and development outcomes and the Australian health care system.

HH033 Unit 3 Australia’s Health.
This unit examines the health status of Australians and the promotion of health in Australia.

HH034 Unit 4 Global Health and Human Development
This unit examines the development and health of people in industrialised and developing countries.

Entry
While there are no prerequisites for entry to Units 1, 2 and 3 it is suggested that students undertake unit 2 before commencing a 3-4 sequence. Students who enter the study for the first time at Unit 3 may need to undertake preparatory work based on Unit 2 as specified by the teacher.

Satisfactory Completion
Demonstrated achievement of the learning outcomes specified for the unit.

Levels of Achievement
Unit 1 and 2
Graded school based assessment tasks

Unit 3 and 4
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
End of year examination: 50 per cent
History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyse visual, oral and written records.

Offered are the following units:

**History**

This unit explores some of the momentous events and new ideas that occurred in the first half of the twentieth century. It investigates the challenges to the 'old world' and examines the new forms of economic and political organisation and cultural expression that emerged during this period. Possible topics include World War I, the jazz age, the Russian Revolution, the rise of fascism, the Spanish Civil War and World War II.

HI042 History 2: Twentieth Century History (1945-2000)
This unit examines some of the main events, competing ideologies and social movements since 1945. It explores the increasing interplay between domestic events and international developments that has been a feature of this period. Possible topics include the Cold War, the Korean War, the Vietnam War, the civil rights movement in the USA, and events such as the Chernobyl disaster and the Gulf Wars.

History: Unit 3 and 4
HI133 History 3: Revolutions
This unit examines revolutions that broke radically with the past by destroying governments and embarking on a program of profound social and political change. It focuses on a selected revolution and examines the old regime, the factors that contributed to its collapse and the role of revolutionary ideas, movements and leaders. Selected revolution - France.

HI134 History 4: Revolution
This unit examines revolutions that attempted to break radically with the past by destroying governments and embarking on a program of profound social and political change. It focuses on a selected revolution and examines the origins, scale and impact of crises that enveloped the revolution. It also includes an evaluation of the outcomes of revolution and the extent to which the ideals of revolutionary movements and leaders were realised. Selected revolution - Russia.

**Rationale**

Unit 1: Twentieth-Century History (1900 - 1945)
Unit 2: Twentieth-Century History (1945 - 2000)
Units 3 and 4: History of Revolutions – The Russian and French Revolutions

Each pair of Units 3 and 4 is designed to be taken as a sequence.

Each History unit is treated as a separate study with its own structure, key knowledge, skills and assessment.

Entry
There are no prerequisites for Units 1, 2 and 3 but it is recommended that students undertake a SOSE Unit 1 or Unit 2 (such as International Studies or History) before commencing a 3-4 sequence. Teacher recommendation for unit 3 / 4 is required.

Satisfactory Completion
Demonstrated achievement of the learning outcomes set for the unit

Levels of Achievement
Units 1 and 2
Graded school based assessment tasks

Units 3 and 4
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
End of year examination: 50 per cent.

History: Unit 1 and 2
HI031 History 1: Twentieth Century History (1900 - 1945)
This study focuses on the processing of data and the management of information to meet a range of individual and societal purposes. Students learn to use information technology and also about its power, scope and limitations. Students are encouraged to perceive the potential of information technology and to understand the way in which social relations and cultural values also influence its use.

IT011 Unit 1 Information Technology
The focus of this unit is the study of how individuals use, and can be affected by, information technology in their daily lives. This involves solving problems, making decisions and applying techniques, procedures and technology to transform data into usable information.

IT012 Unit 2 Information Technology
The focus of this unit is the study of how information systems are used by individuals and organisations to produce and manage information. This involves creating solutions that assist in controlling systems or managing information, as well as producing publications for use on a network.

*** For units 3&4 students complete Information Technology: Applications

IT023 Unit 3: Information Technology: Applications
The focus of this unit is the study of why information is needed and the ways in which it is processed and managed in organisations. This involves solving information problems through the use of software that enhances the presentation of information, and exploring how organisations protect the integrity of their data and the security of information.

IT024 Unit 4: Information Technology: Applications
The focus of this unit is the study of the use, development, implementation and impact of changes in information systems on the production and management of information in organisations.

Entry
There are no prerequisites for Units 1, 2 and 3.

Satisfactory completion
Demonstrated achievement of the learning outcomes set for the unit.

Levels of Achievement
Unit 1 and 2
Graded school based assessment tasks
Unit 3 and 4 IT: Applications
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school assessed coursework: 25 per cent
End of year examinations: 50 per cent
Australian and Global Politics

Rationale
Australian and Global Politics offers students the opportunity to engage with the key political, social and economic issues, and to become informed citizens, voters and participants in their local, nation and international communities. Australian Politics increases awareness of the nature of power and influence. It allows students to become informed observers, and participants in, their political system. Global Politics provides students with insight into the political, social, cultural and economic forces that shape our rapidly changing world.

Unit 1: The National Citizen
In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political involvement and active citizenship.

Unit 2: The Global Citizen
This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’. The unit is concerned with contemporary issues and events.

*** For units 3&4 students can choose either or both of Global Politics or Australian Politics, below

Unit 3: Global Politics (Global Actors)
In this unit students investigate the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. The Asia-Pacific Region unit specifically examines the concept of power and the way that states use power in their relations with each other as they pursue their national interest.

Unit 4: Global Politics (Global Challenges)
This unit focuses on the Asia-Pacific region and Australia’s interaction with the international community. The unit finishes with a study of Australian foreign policy that examines the nature of Australia’s position in the region and the world.

Unit 3: Australian Politics (Evaluating Australian Democracy)
This unit provides an overview of the operation of Australian democracy. Area of Study 1 compares the practice of Australian politics and government with democratic ideals and Area of Study 2 compares Australia with one other democratic nation. There is an emphasis on contemporary politics and events.

Unit 4: Australian Politics (Australian Public Policy)
This unit focuses on Australian federal policy formulation and implementation including policies relating to the environment, education and border protection. Students investigate the complexities of putting policies into place, particularly in times of minority government or when there is no majority in the Senate. Students consider the significance of election and the role of opinion polls and the media.

Entry
There are no prerequisites for Units 1, 2 and 3. Unit

Satisfactory Completion
Demonstrated achievement of the set of outcomes set for the unit.

Levels of Achievement
Unit 1 and 2
Graded school based assessment tasks
Unit 3 and 4
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
End of Year examination: 50 per cent
Rationale:
This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia.

LS011 Unit 1: Criminal law in action
The law influences all aspects of society – home, work, school and the wider community. This unit offers students an opportunity to examine the need for laws. They investigate key features of criminal law and consider the outcomes and impacts of crime. Students also consider the implications of the Victorian Charter of Rights and Responsibilities for law enforcement in Victoria.

LS012 Unit 2: Issues in civil law
The Civil law regulates the rights and responsibilities that exist between individuals, groups and organizations. In this unit, students examine the rights that are protected by civil law and obligations that laws impose. They investigate particular cases and consider dispute resolution.

LS033 Unit 3: Law-making
In this Unit students learn about how laws are made and changed. Students study the role of parliaments and citizens in law making and learn about the importance of the Constitution and the role of the High Court in interpreting and enforcing the Constitution. Students also consider courts and law making bodies.

LS 034 Unit 4: Resolution and Justice
Resolution and Justice explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution with a view to comparing and evaluating the operation of the various dispute resolution methods. Students investigate the processes and procedures followed in courtrooms and develop an understanding of trial by jury and the adversary system.

Entry
There are no prerequisites for entry to Unit 1, 2 and 3.

Satisfactory completion
Demonstrated achievement of the learning outcomes set for the unit.

Levels of Achievement
Unit 1 and 2
Graded school based assessment tasks

Unit 3 and 4
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
End of Year examination: 50 per cent
Literature involves the study and enjoyment of a wide range of literary texts classical, popular, traditional and modern. Its distinctive focus is on the use of language to illuminate and give insight into the nature of experience. Literature is an interactive study between the text, the social/ political/ economic context in which the text was produced, and the experience of life and of literature that the reader brings to the text.

LI011 Unit 1
This unit enables students to develop effective reading strategies, to examine the ideas and views of life that are presented in the literature studied and relate what they read to their own lives. The unit covers various kinds of literature with a special focus on post 1950 texts.

LI012 Unit 2
This unit focuses on developing reading strategies and personal responses to literature, and to an understanding of how themes and ideas in texts relate to personal and social experiences. It covers a variety of literature with an emphasis on works from periods prior to 1950.

LI013/ LI014 Unit 3 and 4
The study of literature is a means of exploring human experience. It involves asking questions such as: whose experiences and what experiences are given voice in the text? How are they created through the text's use of language and literary devices? What does the text's representation of characters and events suggest about the values and views of the text? These units examine such questions and involve students in analysing a range of texts, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts.

Satisfactory completion
Demonstrated achievement of the learning outcomes set for the unit.

Levels of Achievement
Units 1 and 2
Graded school based assessment tasks
Units 3 and 4
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
End of year examination: 50 percent
Languages Other Than English (L.O.T.E.)

CHINESE (FIRST LANGUAGE), GERMAN are provided within the College.

**Rationale - Chinese (First Language)**
This study develops students’ ability to understand and use the language that is spoken by one quarter of the world’s population. Chinese is especially important in Australia because it is widely spoken in the community. Studying a language other than English contributes to the overall education of students, particularly in the area of communication, but also in cross-cultural understanding, cognitive development, and literacy.

**Rationale - German**
This study develops students’ ability to understand and use a language that has long been recognised as a world language of culture, music, theology and philosophy, as well as a key language in the fields of science, medicine, economics and technology. As well as being extensively used within communities in Europe, Latin America, the Far East, and Africa there is a significant German heritage within Australia. Studying a language other than English contributes to the overall education of students, particularly in the area of communication, but also in cross-cultural understanding, cognitive development, and literacy.

Unit 1
The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. This unit should allow student to establish and maintain a spoken or written exchange related to a personal area of experience; listen to, read and obtain information from written and spoken texts and produce a personal response to a text focusing on real or imaginary experience.

Unit 2
The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. This unit will allow the student to participate in a spoken or written exchange related to making arrangements and completing transactions; listen to, read and extract and use information and ideas from spoken and written texts and give expression to real or imaginary experience in written or spoken form.

Units 3 and 4
The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. In these units students undertake a detailed study of either Language or Culture through texts, or Language and Culture through VET. Students should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts that reflect aspects of the language and culture of Chinese, German speaking communities (depending on the language studied).

**Entry - Chinese (First Language) (Codes: LO043/LO044)**
Chinese First Language is designed for students who will, typically, have spent some time as a resident and/or had significant experience of studying Chinese in a country in which Chinese is a major language of communication. Students must also undertake Unit 3 prior to undertaking Unit 4.

**Entry – German (Codes: LO101/ LO102/ LO103/ LO104)**
German is designed for students who will, typically, have studied German for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must also undertake Unit 3 prior to undertaking Unit 4.

**Satisfactory Completion**
Demonstrated achievement of outcomes specified for the unit.

**Levels of Achievement**
Units 1 and 2
Demonstrated achievement of outcomes specified for the unit.

Units 3 and 4
School-assessed coursework and two end-of-year examinations.

Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
Units 3 and 4 examinations: 50 per cent

Other LOTE studies can be arranged through Distance Education and Victorian School of Language Centres.
Mathematics

Rationale
Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, providing, applying, investigating, modelling and problem solving. This study is designed to provide access to worthwhile and challenging mathematical learning in a way that takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes. All students in all the mathematical units offered will apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.

Satisfactory completion
Demonstrated achievement of the learning outcomes set for the unit.

Quick Links

- Introduction
- Y10 Course Guide
- VCE Course Guide
- VET Course Guide
- Student Forms

Mathematics

MA101/ MA102 Units 1 and 2: Foundation Mathematics
Foundation Mathematics provides for the continuing mathematical development of students entering VCE needing mathematical skills to support their other VCE subjects including VET studies and who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. In Foundation Mathematics, there is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study. Students are encouraged to use appropriate technology in all areas of their study. The areas of study for these units are:

- Space and shape
- Patterns in number
- Handling Data
- Measurement and design

Entry
There are no prerequisites for Foundation Mathematics

MA071/ MA072 Units 1 and 2: General Mathematics
General Mathematics provides courses for diverse groups of students and may be implemented in a number of ways. There are two possible General Mathematics courses available:

- General Mathematics (Further) – for those students wishing to pursue the Further Mathematics pathway.
  - The areas of study are: Statistics, Arithmetic, Algebra, Networks, Geometry, and Trigonometry.
  - Entry
  - Clearly demonstrated knowledge and skills (VELS level C) in Year 10 Further Mathematics is the recommended entry level for General Mathematics (Further).

- General Mathematics (Maximum) - for those students wishing to pursue the Mathematical Methods pathway.
  - The areas of study are: Statistics, Algebra, Functions and graphs, Number patterns, Geometry, Trigonometry, Variation and Vectors.
  - Entry
  - Clearly demonstrated knowledge and skills (VELS level C) in the Year 10 Mathematical Methods is the recommended entry level.
MA081/ MA082 Unit 1 and 2: Mathematical Methods
These units are designed in particular as preparation for Mathematical Methods Units 3 and 4. The areas of study for Unit 1 and 2 are:
Functions, Graphs, Algebra, Probability and Calculus

Entry
Clearly demonstrated knowledge and skills (VELS level C) in the Year 10 Mathematical Methods is the recommended entry level.

MA073/ MA074 Units 3 and 4: Further Mathematics
Further Mathematics involves a compulsory area of study Data analysis and a selection of three from the following five modules
Number patterns and applications, Geometry and trigonometry, Graphs and relations, Business related mathematics and Networks and decision mathematics.

Entry:
Completion of Mathematical Methods 1 and 2 or a good pass (C+ or above) in Year 11 General Mathematics (Further) 1 and 2.

MA083/ MA084 Mathematics: Mathematical Methods
Maths Methods involves the following Areas of Study:
Coordinate Geometry, Circular functions, Calculus, Algebra and Statistics and Probability

Entry:
A good pass (achieving a C+ or better grade on the final examination) in Mathematics Methods 1 and 2 is essential. MA093/MA094 Specialist Maths

Specialist Maths involves the following Areas of study:
Coordinate Geometry, Circular functions, Algebra, Calculus, Vectors in 2D and 3D and Mechanics

Entry
Specialist Maths is the very highest level of Mathematics. Students undertaking this unit must be studying Mathematics Methods 3 & 4 concurrently.
Rationale
The media have a significant impact on people’s lives. The media entertain, educate, inform and provide channels of communication. The media not only comment on culture, they reflect the society that creates them. The study of media includes media forms such as the press, radio, film, TV, and photography, and media processes such as publishing, advertising, news production, and popular culture.

ME011 Unit 1 Representation and Technology
In this unit students develop an understanding of the relationship between the media, technology & the representations present in media forms. Students also develop practical & analytical skills in a study of the production of media products.

ME022 Unit 2 Media Production and the Australian Media Industry
In this unit students develop an awareness of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills and analyse issues concerning the media production process.

ME033 Unit 3 Narrative and Media Production Design
In this unit students to develop an understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional media texts. Students also develop practical skills through designing media productions.

ME034 Unit 4 Media Process, Social Values and Media Influence
In this unit students further develop practical skills in the production of media products and realise a production design. Students also develop an awareness of the role of social values in the construction of media texts & analyse issues raised about the role and influence of the media.

Entry
There are no prerequisites for entry to Units 1, 2 and 3.
Satisfactory completion
Demonstrated achievement of the learning outcomes set for the unit.

Levels of Achievement
Units 1 and 2
Graded school based assessment tasks
Units 3 and 4
Unit 3 and Unit 4 school-assessed coursework:
  20 per cent
Unit 3 and Unit 4 school-assessed task:
  30 per cent
End of year examination:
  50 per cent
Music Performance

Rationale
This study develops intellectual, aesthetic and cultural understanding of the value and importance of music in solo and group settings. As soloists and members of groups, students develop skills in preparing programs of music works, and apply musicianship as they create music and interpret and analyse solo and ensemble works in a range of styles.

MC011 Unit 1
This unit focuses on achieving flexibility in music performance. Students will present a solo and a group performance, demonstrate prepared work and perform previously unseen music.

MC012 Unit 2
This unit further develops skills in practical music and performance in solo and group contexts. It focuses on analysis of music being prepared for performance.

MC033/ MC034 Units 3 and 4 Group Performance
The focus of these units is on performing as a member of a group. Technical, creative and interpretation skills are developed for the presentation of a performance of music in a range of styles.

MC023/24 Units 3 and 4 Solo Performance
The focus of these units is on the preparation and presentation of performances in solo and ensemble contexts, demonstrating through performance an understanding of interpretation and authenticity.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. However, to undertake Units 3 and 4 Solo Performance students should have about three years experience prior to Year 11 on a musical instrument or voice. Students must undertake Unit 3 prior to undertaking Unit 4. Students may elect to do all six units in this study.

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
School based graded tasks
Units 3 and 4 Group Performance
Unit 3 school-assessed coursework: 15 per cent
Unit 4 school-assessed coursework: 10 per cent
Units 3 and 4 aural and written examination: 25 per cent
Units 3 and 4 group performance examination: 50 per cent

Units 3 and 4 Solo Performance
School-assessed coursework and two end-of-year examinations.
Unit 3 school-assessed coursework: 15 per cent
Unit 4 school-assessed coursework: 10 per cent
Units 3 and 4 aural and written examination: 25 per cent
Units 3 and 4 solo performance examination: 50 per cent
Music Styles

Rationale
This study aims to develop an understanding and appreciation of a wide range of music works, their contextual settings and associated music styles. It involves the development of the ability to express artistic knowledge, subjective judgment and ideas clearly and fluently in relation to musical experiences, whether as performer or audience.

MS011 Unit 1
This unit involves a study of the diversity of musical expression and the ways in which music can be categorised across time and place. It focuses on the nature of music, and students compose and/or arrange music using the elements and conventions of music.

MS022 Unit 2
This unit focuses on an exploration of music that is used within art forms. It includes a study of non-musical factors influencing music, and the function of music within artwork and form. Students also create a composition and/or arrangement for use within another art form.

MS033/ MS034 Units 3 and 4
In these units the focus is on understanding creative processes and influences on music works; a detailed exploration of music style and contexts, and the formulation and presentation of critical responses. Students will compose and/or arrange music in a selected music style.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
School based graded tasks.
Units 3 and 4
School-assessed coursework and an end-of-year examination.
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
Units 3 and 4 examination: 50 per cent

Rationale
Outdoor and Environmental Studies

This study explores the relationships humans have with the outdoor environment, which includes natural environments subject to both minimal and extensive human intervention. Outdoor recreation activities are undertaken to create learning experiences that enable students to understand how human-nature relationships have been constructed.

OS011 Unit 1 Exploring outdoor experiences
This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments.

OS022 Unit Discovering outdoor environments.
This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments.

OS033 Unit 3 Relationships with outdoor environments
The focus of this unit is the ecological, historical and social context of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of Australian relationships with outdoor environment in Australia.

OS034 Unit 4 Sustainable outdoor relationships
In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
School based graded tasks.
Units 3 and 4
School-assessed coursework and an end-of-year examination.

Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
Units 3 and 4 examination: 50 per cent

Fees:
Each OES Unit (Semester) has a $270 course fee. A deposit of $100 is required when the student’s place in the subject is confirmed, with the balance payable at the end of the year.
Philosophy

Rationale
The word philosophy means love of wisdom. This study introduces the critical methods of argument and analysis that have been developed by philosophers in response to such central questions as what is wisdom? It will encourage use of these methods in the development of answers to the questions of philosophy, as they are relevant to life and participation in contemporary society.

PL011 Unit 1
This unit engages students in philosophical inquiry through active, guided investigation and discussion of three key areas of philosophy: ethics, epistemology and metaphysics. The emphasis in the exploration of these three fields is philosophical inquiry, (doing philosophy).

PL022 Unit 2
This unit explores a range of problems in applied philosophy and involves formulating and defending philosophical positions in relation to practical issues. The examination of examples of philosophical thought, both contemporary and historical, is also undertaken.

PL033 Unit 3
In this unit students explore ideas concerning the nature of the good life as developed by ancient and modern philosophers. Students compare these ideas with notions found in familiar traditions, such as Buddhism, Christianity and Confucianism.

PL034 Unit 4
In this unit students look at two areas of contemporary philosophical debate, mind and knowledge, and their historical development. It involves the study and evaluation of contemporary arguments in these debates and their relationship to historical argument.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 before undertaking Unit 4.

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.
### Physical Education

#### Units 1 and 2
School based graded tasks
Units 3 and 4.
Unit 3 school-assessed coursework: 25 per cent

Unit 4 school-assessed coursework: 25 per cent
Units 3 and 4 examination: 50 per cent

#### Rationale
Physical Education examines the biological, social and cultural influences on performance and participation in physical activity. Theory and practice are integrated in the study that is approached through both the study of, and participation in, physical activity.

PE011 Unit 1 Learning and improving skill
This unit looks at a range of factors that influence learning and improving physical skills and the role of the coach in making this happen. This will include principles of biomechanics and skill acquisition.

PE022 Unit 2 The active body
This unit has two focuses: 1. how the musculoskeletal, cardiorespiratory and energy systems contribute to physical activity, and 2. investigation of physical activities available to communities and the classification of these activities.

PE033 Unit 3 Physiological and participatory perspectives of physical activity
This unit introduces students to an understanding of physical activity from a physiological perspective. Patterns of participation and the promotion of physical activity will be investigated.

PE034 Unit 4 Enhancing physical performance
This unit examines enhancing fitness through training, as well as other strategies for enhancing sports performance; including injury prevention, equipment and rule modification and ergogenic aids.

#### Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

#### Satisfactory Completion
Demonstrated achievement of learning outcomes set for the
**Rationale**

The study of Physics leads to a greater understanding of the physical universe from the minute atomic scale to the overwhelmingly vast scale of the Cosmos. This understanding has implications for our view of humankind’s place in the Universe. The reaccredited study aims to improve the scientific literacy of students in physics, which in turn, enhances the student’s ability to be a creative and innovative thinker able to make careful use of resources, tools, techniques and knowledge. The development of practical skills in investigating physical phenomena is an essential part of all units.

**PH011 Unit 1**

This unit consists of two prescribed areas of study: Wave-like properties of light; Nuclear and radioactivity physics and; a third area of study chosen from one of three detailed studies: Astronomy, Medical Physics or Energy from the Nucleus.

**PH022 Unit 2**

This unit covers two prescribed areas of study: Movement; Electricity and; a third area of study chosen from one of three detailed studies: Astrophysics; Investigations; Aerospace or Investigations; Alternative Energy Sources

**PH033 Unit 3**

This unit consists of two prescribed areas of study: Motion in one and two dimensions; Electronics and Photonics and; a third area of study chosen from one of three detailed studies: Special Relativity, Investigating Structures and Materials or Further Electronics

**PH034 Unit 4**

This unit consists of two prescribed areas of study: Interactions of Light and Matter; Electric Power; and a third area of study chosen from one of three detailed studies: The Synchrotron and Applications; Photonics or Recording and Producing Sound

**Entry**

Prerequisite entry into Units 1 and 2 includes the successful completion of a Physics related science unit and Mathematics (core) at year 10. Students are strongly advised to take Physics Units 1 and 2 and Mathematical Methods Units 1 and 2 before Physics Unit 3. Students who wish to enter the study at Unit 3 must be willing to
Psychology

undertake additional preparation as specified by the teacher. Exceptions to the above prerequisites may be made, but only after consultation with the careers and subject teachers. Units 3 and 4 are taken as a two unit sequence.

Satisfactory Completion
Demonstrated achievement of learning outcomes set for the unit.

Levels of Achievement
Unit 1 and 2
Graded school based assessment tasks
Unit 3 and 4
Unit 3 school-assessed coursework: 17 per cent
Mid-year examination: 33 per cent
Unit 4 school-assessed coursework: 17 per cent
End of Year examination: 33 per cent

Rationale
Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition.

In the VCE study of psychology, students explore complex human behaviours and thought processes. They develop empathetic understandings and an understanding of mental health issues in society. Students are given the opportunity to apply psychological principles to everyday situations such as workplace and social relations.

The study of psychology leads to opportunities in a range of careers that involve working with children, adults, families and communities in a variety of settings.

Unit 1: Introduction to psychology
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 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.

Unit 2: Self and others
Students study 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. Students will also compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.

Unit 3: The Conscious Self
Students study the relationship between the brain and the mind through examining the basis of consciousness, cognition and memory.

Outcome 1 includes a detailed study of states of consciousness (including sleep) and the methods used to study consciousness.

Outcome 2 involves a detailed study of memory formation, improvement and why memory fails.
Unit 4: Brain, Behaviour and Experience
Students study the relationship between learning, the brain and its response to experience, and behaviour.
Outcome 1 Includes a detailed study of the neural basis of learning and the different theories to explain learning including Pavlov, Watson, Skinner and Bandura.
Outcome 2 Investigates mental health; how to differentiate between mental health and mental illness; the management of stress and phobias and an in depth study of a mental disorder of choice.

Entry
There are no prerequisites for entry in Units 1, 2 and 3. However, students who enter the study at unit 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion
Demonstrated achievement of learning outcomes set for the unit.

Levels of Achievement
Unit 1 and 2
Graded school based assessment tasks
Units 3 and 4
Unit 3 school-assessed coursework: 17 per cent
Unit 3 mid-year examination: 33 per cent
Unit 4 school-assessed coursework: 17 per cent
Unit 4 end-of-year examination: 33 per cent

Rationale
Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. Students learn about cultural diversity, human behaviour and social structures. They learn about the interconnection between different aspects of society and the causes of change.

Unit 1: Youth & Family
This unit includes an exploration of youth and family as social categories. Students are asked to explain ‘the changes influencing the experience of being young’ and the ‘changes due to new cultural formations such as dress, music, media’. Students question the democratic participation of youth and the strategies used to govern them. Students also consider the changing nature of family in the globalised world.

Unit 2: Social norms: Breaking the Code
In Unit 2 students explore the concept of deviance and crime from a sociological perspective. Why break the law?

Unit 3: Culture and Identity
This unit explores the expressions of culture and ethnicity within Australian society in two different contexts – indigenous Australian culture in relation to migrant groups.

Unit 4: Community, social movements and social change
In this unit, students explore the way sociologists have thought about the idea of community and how various forms of community are experienced. They examine the relationship between social movements and social change.

Entry

There are no pre-requisites for units 1, 2 & 3 Sociology

Levels of Achievement
Unit 1 and 2
Graded school based assessment tasks
Units 3 and 4
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
Unit 3&4 end-of-year examination: 50 per cent

Studio Art is offered in two Areas:

Photography (P) and General (G)

Rationale
Studio Art provides a framework for the establishment of effective art practices through an understanding and application of the process of design. It enables students to specialise in a particular form of studio production. Students generate, explore, communicate ideas through specific studio forms, develop and use specialised skills in a range of media and techniques. The theoretical component of the study informs students' practice through an investigation of how selected studio forms have developed an examination of artists' working methods & a study of professional practices and art industry issues.

SA011 Unit 1 Artistic Inspiration and Techniques
The focus of this unit is the investigation of sources of inspiration, which generate creative activity and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. The application of materials and techniques and interpretation of sources of inspiration by artists from different times and locations is also examined.

SA022 Unit 2 Design Exploration and Concepts
The focus of this unit is to establish an effective design methodology for the production of art works & develop skills in the analysis of art works.
SA033 Unit 3 Studio Production and Professional Art Practice

The focus of this unit is the implementation of the design process leading to the production of a range of solutions. Students also examine traditional and contemporary practices of artists together with the ways in which artists develop distinctive styles and approaches to subject matter.

SA034 Unit 4 Studio Production and Art Industry Contexts

The focus of this unit is to produce a cohesive folio of finished art works which resolve the aims and intentions set out in the work brief formulated in Unit 3. Students also examine different components of the arts industry and issues relating to the public display, promotion and critique of art works.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion
Demonstrated achievement of learning outcomes set for the unit.

Levels of Achievement
Unit 1 and 2
Graded school based assessment tasks
Unit 3 and 4
Unit 3 school-assessed coursework: 33 per cent
Unit 4 school-assessed coursework: 33 per cent
End of year examination: 34 per cent

Rationale
This study allows students to develop capabilities in and knowledge about the design, operation, construction, assembly, maintenance, repair and evaluation of technological systems, and to gain awareness and understanding of the interactions of these systems with human society and natural ecosystems.

ST011 Unit 1
This unit focuses on the fundamental concepts, principles and skills related to the understanding, assembly and measurement of mechanical and electrical/electronic systems. It includes an introduction to design principles and practices associated with systems.

ST022 Unit 2
This unit incorporates aspects of modification, repair and maintenance as purposeful activities in the production and operation of functional technological systems. It also provides an introduction to the application of design in the planning and production of systems.

ST033/ ST034 Units 3 and 4
These units involve a study of the principles and concepts
associated with integrated systems. The focus is on the functional integration of a mechanical subsystem with an electrical/electronic subsystem and the design factors to be considered. One substantial production may be undertaken across both Units 3 and 4.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
School based graded tasks

Units 3 and 4
School-assessed coursework, a school-assessed task and an end-of-year examination.

Unit 3 school-assessed coursework: 10 per cent
Unit 4 school-assessed coursework: 10 per cent
Units 3 and 4 school-assessed task: 50 per cent
Units 3 and 4 examination: 30 per cent

Rationale
This study involves students in the interpretation of play texts and the production of plays. Students study the nature and characteristics of theatre through the ages and acquire knowledge of its tradition and history. They develop skills in the use of stagecraft and performance. They also apply skills of analysis and evaluation to performances.

TS011 Unit 1
This unit focuses on studying theatrical form and working with plays in both their written form and in performance, with emphasis on the use of stagecraft. It involves students in analysis of production processes by studying, analysing and evaluating plays in performance.

TS022 Unit 2
This unit focuses on the study of works of the modern era, from the 1880s to the present, focussing on key theatrical developments in the modern era. Theatre history is explored through selected texts and students also learn about theatre as an industry.

TS033/TS034 Units 3 and 4
In these units students explore the interpretation and all aspects of the production process of a play(s). Specialised areas in stagecraft are developed. Students also develop a scene interpretation using stagecraft, accompanied by contextual analysis that informs their work.
Visual Communication and Design

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
School based graded tasks
Units 3 and 4
Units 3 and 4 school-assessed coursework: 45 per cent

Units 3 and 4 end-of-year written examination: 30 per cent
Unit 4 end-of-year performance examination: 25 per cent

Visual Communication and Design

Rationale
This study is intended to assist students in the understanding, use and interpretation of a range of visual communications. It involves a study of the vocabulary and grammar of visual communication, which includes an understanding of, and application of, drawing and drawing conventions, design elements, and principles and function of design in communication. The study also provides the opportunity to develop an informed, critical and discriminating approach to visual communications encountered in everyday life.

VC011 Unit 1 Visual Communication
The main purpose of this unit is to enable students to prepare instrumental drawings of objects and explore freehand drawing from direct observation. Students will also be introduced to the visual communication production process.

VC022 Unit 2 Communication in context
The main purpose of this unit is to enable students to develop practical skills by generating images and developing them through freehand and instrumental drawing. The ways in which information and ideas are communicated visually will be explored through analysing the work of others. The visual communication production process will be applied by modify-
2013 Senior Campus Course Handbook

VET Handbook
Vocational education and training (VET) subjects all have a particular vocational or job focus and are designed to lead to further training or direct entry into the workforce.

Contributing to both the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL), all senior students have the opportunity to enrol in a VET Subject.

This handbook contains important information about the Vocational Education and Training opportunities at Traralgon College. Students as well as parents/guardians are encouraged to read all of the information presented to make informed choices for the future.
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Students who wish to enrol in a VET subject must complete their course selection form and submit it as early as possible taking care to have second preference subjects listed. Once the forms are submitted, preferences will be reviewed and enrolments will be processed accordingly. Students may be required to have an interview as part of the review process and this will be organised at an appropriate time.

VET subjects have very limited enrolment numbers and acceptance will be based on a number of factors including the student’s attitude, teacher recommendations, demonstrated interest in the vocational area and if necessary participation in interview/s. Please note that not all students who apply will be accepted.

Please note that Year 10 students are only able to undertake VET subjects that are delivered and assessed by Traralgon College: Automotive, Engineering and Furniture Making. Year 10 students also have to complete a VET Expression of Interest form (available at the junior campus main office) and submit it with their course selection form.

A compulsory Orientation Day for all students starting an external VET subject in 2013 will be scheduled some time during November 2012. Each subject will have an Orientation held at the appropriate Training Provider. This has been arranged for students to gain important information and details regarding their VET subject and the training provider that they will be attending in 2013. More details will be provided closer to the date to accepted students.

Students who have already completed their first year of training must ensure the VET subject is clearly stated on their course selection form as being second year. This will ensure that their second year enrolment is processed. Please be aware that enrolment into second year is not automatic and student enrolments will be reviewed to consider first year’s attendance, attitude and progress/completion of units. Students who fail to follow this process may find that their enrolment in VET will be withdrawn.
From 2011, Traralgon College changed its policy in relation to fees for VET in schools. After examining the funding situation in relation to VET as well as the relevant DEECD policies regarding student fees it has been determined that the most equitable way in which to run Traralgon College’s VET program is on a no charge basis. Students undertaking their VET course where Traralgon College runs the course may have a materials charge for projects that require materials over and above those used in the day to day teaching of the program. Otherwise all eligible students will participate without a fee.

For VET courses that are provided by external training providers the College pays providers for services on behalf of students. At present all of these courses cost the college more than the funding we receive from the government. We believe that it is important to support these programs because of the benefits to our students. We appreciate any support in actively lobbying our education department or political leaders for increased funding for VET in schools.

Students are responsible for organising their own travel to and from VET subjects as well as all associated costs. Public transport timetables and general helpful information will be displayed on the VET Notice Board in the West Wing prior to subjects commencing. Students and parents/guardians are encouraged to organise a car pool system for subjects that have an early start time or an inconvenient location.

Students attending a VET subject at a training provider located outside of Traralgon may be eligible to apply for a VET Conveyance Allowance. Forms and additional information will be distributed on enrolment.

Please be advised that students are not permitted under any circumstances to transport other students in private cars in connection with any school program or function whether held during normal school hours or at other times. This Department of Education prohibition includes the travel to and from VET subjects.
Attendance at all scheduled VET classes is compulsory. Absence due to illness should be reported to both Traralgon College and the training provider as soon as possible before or on the day of absence and should be verified with a medical certificate. Attendance reports are sent to Traralgon College weekly and are monitored accordingly.

Due to timetabling constraints, some students will miss Year 10, VCE or VCAL classes because they are attending a VET subject. It is the student’s responsibility to contact their teacher(s) to collect work that should be completed in the compulsory scheduled Catch Up classes.

The following VCE VET subjects have a Study Score available to students undertaking the relevant 3/4 sequence in 2012 (second year students only with the exception of Business):

- Business
- Community Services
- Community Recreation
- Dance
- Engineering Studies
- Equine Industry
- Furniture Making
- Hospitality
- Information Technology (General)
- Music Industry
- Multimedia

For further information on Scored Assessment, students should speak to the VET Coordinator.
Structured Workplace Learning

Students may be required to undertake structured workplace learning (workplacement) in order to complete the requirements of their VET subject. This workplacement is undertaken with an employer and is organised by the student or training provider depending on the subject. Students are expected to integrate their work placement and VCE / VCAL studies. Due to some timetabling constraints and industry pressures, there may be a need for students to undertake some of their workplacement during the school holidays. Workplacement will be discussed at the Orientation Day.

Important Information

VET subjects will only be delivered to Traralgon College students in 2012 if student numbers are viable and appropriate agreements are in place between Traralgon College, the Latrobe VET Cluster and relevant Registered Training Organisations. Please note that the list of available subjects may change due to changes form external providers. Students will be advised of any changes that affect them during the enrolment process.

If students are interested in any other industry that is not listed in this handbook, they are encouraged to contact the VET Coordinator throughout the course conversation period to register their interest. Other VET subjects may be offered if available and approved by Traralgon College.

Contacts and Further Information

If you require more information, check out the VCAA published Overview of VET in the VCE and VCAL that is on the Traralgon College Handbook disk or downloaded at http://www.vcaa.vic.edu.au/vet/index.html. If you have specific questions regarding the VET subjects offered through Traralgon College contact Tonya Bermingham at the Senior Campus on (03) 5176 2240.

The VET Notice Board in the West Wing at the Senior Campus will be updated regularly with information. Lists of the units of competencies are also available providing a greater outline of what is involved with each VET subject.
VET Automotive is a “work ready” pre-employment course designed to meet the need of students wishing to pursue a career in the automotive industry.

The aims of this subject are to:

- Provide participants with the knowledge and skills to achieve units of competence that will enhance their employment prospects in the automotive or automotive related industries
- Enable participants to gain a recognised credential and make a more informed choice of vocation and career paths.

Provider: Traralgon College

Delivery: Course is incorporated into the student’s normal school timetable or students are required to attend one full day per week over two years

On successful completion of this subject students are eligible for:

- The award of Certificate II in Automotive Technology Studies – 21560VIC
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
- 10% increment towards their ATAR (10% of the average of the primary four scaled studies)
- Industry Specific credit/s (VCAL Students)

Please note:

*VET Automotive provides a pathway into an automotive traineeship or apprenticeship however does not directly contribute credit towards further training, it is not a pre-apprenticeship.*
VET Engineering Studies provides the skills to undertake a work-based engineering apprenticeship leading into a range of careers as an engineering tradesperson within the engineering and manufacturing industry (boilermaker, fitter & turner etc).

The aims of this subject are to:
- Provide the skills, knowledge and attitudes required to perform entry level roles across the four main areas of engineering technology – Fabrication, Electrical/Electronics, Production and Mechanical.
- Enhance prospects for employment and enable informed choices related to future careers.

Provider: Traralgon College

Delivery: Course is incorporated into the student’s normal school timetable or students are required to attend one full day per week over two years.

On successful completion of this subject students are eligible for:
- Certificate II in Engineering Studies – 22019VIC
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
- Students wishing to receive an ATAR contribution for Units 3/4 sequence of VCE VET Engineering Studies must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study
- Industry Specific credit/s (VCAL Students)

Pre-Apprenticeship
- A pre-apprenticeship is a nationally recognised qualification that has an automatic training and duration credit into the apprenticeship in the same industry area. A pre-apprenticeship training program prepares the student for entry into a trade based apprenticeship by equipping the student with foundation knowledge and skills.

- Formal pre-apprenticeship arrangements have been approved by Skills Victoria for 22019VIC Certificate II in Engineering Studies

It is highly recommended that students who wish to undertake VET Engineering also enrol in a Graphics class as well as the appropriate Year 10 Technology or VCE Design and Technology class.
Furniture Making

VET Furniture Making covers a wide range of work areas within the furnishing industry. Students completing this program will have the skills and knowledge required to work in a production environment in both the manufacture of free-standing furniture or built-in cabinets and provide onsite assistance in the installation of these items.

The overall aim of this VET subject is to provide participants with the knowledge and skills that will enhance their employment prospects in the furniture or furniture-related related industries and enable participants to gain a recognised credential and to make a more informed choice of vocation or career paths.

Provider: Traralgon College
Delivery: Course is incorporated into the student’s normal school timetable or students are required to attend one full day per week over two years.

On successful completion of this subject students are eligible for:
- The award of LMF20309 Certificate II in Furniture Making
- A Statement of Attainment documenting achievement of units of competence that can contribute to the completion of Certificate III in Furniture Making
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
- Students wishing to receive an ATAR contribution for Units 3 / 4 sequence of VCE VET Furniture Making must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study
- Industry Specific credit/s (VCAL Students)
- Pre-apprenticeships
  - A pre-apprenticeship is a nationally recognised qualification that has an automatic training and duration credit into the apprenticeship in the same industry area. A pre-apprenticeship training program prepares the student for entry into a trade based apprenticeship by equipping the student with foundation knowledge and skills.
  - Formal pre-apprenticeship arrangements have been approved by Skills Victoria for: LMF20309 Certificate II in Furniture Making with selected units of competence from LMF30302 Certificate III in Furniture Making

It is highly recommended that students who wish to undertake VET Furniture Making also enrol in a Graphics class as well as the appropriate Year 10 Technology or VCE Design and Technology class.
Aged / Disability Care

Provider: GippsTAFE  Delivery: Students attend one day a week over one or two years

The aims of these subjects are to:
•  Provide access to a range of potential career paths within the Community Services industry covering both aged and disability care services
•  Provide training and skill development for the achievement of competence in areas such as casework, community development and advocacy

On successful completion of this VET subject, students are eligible for:
•  Certificate II in Community Services Work
•  Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
•  Students wishing to receive an ATAR contribution for Units 3/4 sequence of VCE VET Community Services must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study
•  Industry Specific credit/s (VCAL Students)

Agriculture

Provider: TBA  Delivery: Students attend training provider one day a week over two years

On successful completion of this subject, students are eligible for:
•  The award of Certificate II in Agriculture
•  Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
•  10% increment towards their ATAR (10% of the average of the primary four scaled studies)
•  Industry Specific credit/s (VCAL Students)

The Certificates II in Agriculture is an entry level qualification that has direct articulation into higher level qualifications across all sectors.

Students with an interest in Agriculture, Irrigation and/or Dairy are strongly encouraged to speak to Tonya Bermingham regarding VET, traineeship and apprenticeship options.
Animal Studies

Provider: GippsTAFE, Warragul Campus  Delivery: Students attend course one day a week for two years

This course's aim is to provide participants with entry level skills for the Animal Industry. Participants will learn how to provide daily care for a variety of animals and how to provide information to clients on companion animals, services and products available.

On successful completion of this VET subject, students are eligible for:
• The award of Certificate II in Animal Studies
• Minimum two units credit towards their VCE: two units at Units 1 and 2
• Industry Specific credit/s (VCAL Students)

Beauty

Provider: GippsTAFE, Newborough Campus  Delivery: Students attend TAFE one day a week over two years

This subject has been designed as a standard entry level qualification for the Beauty Industry. It applies to those wishing to develop the skills and knowledge to begin a career in the Beauty Industry. Likely functions within the Beauty Industry for those who achieve this level of qualification include working within clearly defined contexts and under supervision. It involves communicating in the workplace, performing routine salon/store functions, demonstrating skincare products and designing and applying make-up.

On successful completion of this subject students are eligible for:
• The award of Certificate II in Retail Cosmetic Services
• Block credit towards VCE (See VET Coordinator)
• Industry Specific credit/s (VCAL Students)
Building & Construction (Bricklaying)

Provider: GippsTAFE, Yallourn Campus  Delivery: Students attend course one day a week over two years

First year units of competence include building and construction industry induction, first aid and safe handling of plant and power tools. Specialist stream units are introduced in bricklaying.

Second year incorporates core units such as quality principles for the building industry, calculations and workplace documents and plans. Elective units from the selected specialist stream (Bricklaying).

On successful completion of this subject, students are eligible for:

- A Statement of Attainment documenting achievement of units of competence that contribute to completion of Certificate II in Building and Construction (Bricklaying pre-apprenticeship)
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3 and 4 sequence
- 10% increment towards their ATAR (10% of the average of the primary four scaled studies)
- Industry Specific credit/s (VCAL Students)

Building & Construction (Carpentry)

Provider: GippsTAFE, Yallourn Campus  Delivery: Students attend course one day a week over two years

First year units of competence include building and construction industry induction, first aid and safe handling of plant and power tools. Specialist stream units are introduced in carpentry.

Second year incorporates core units such as quality principles for the building industry, calculations and workplace documents and plans. Elective units from the selected specialist stream (carpentry).

On successful completion of this subject, students are eligible for:

- A Statement of Attainment documenting achievement of units of competence that contribute to completion of Certificate II in Building and Construction (Carpentry pre-apprenticeship)
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
- 10% increment towards their ATAR (10% of the average of the primary four scaled studies)
- Industry Specific credit/s (VCAL Students)
Business (Painting & Decorating)

Provider: GippsTAFE, Yallourn Campus  
Delivery: Students attend course one day a week over two years

On successful completion of this subject, students are eligible for:
- A Statement of Attainment documenting achievement of units of competence that contribute to completion of Certificate II in Building and Construction (Painting and Decorating pre-apprenticeship)
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
- 10% increment towards their ATAR (10% of the average of the primary four scaled studies)
- Industry Specific credit/s (VCAL Students)

First year units of competence include building and construction industry induction, first aid and safe handling of plant and power tools. Specialist stream units are introduced in painting and decorating.

Second year incorporates core units such as quality principles for the building industry, calculations and workplace documents and plans. Elective units from the selected specialist stream (painting and decorating).

Civil Construction

Provider: Apprenticeships Group Australia  
Delivery: Students attend course one day a week over one year

On successful completion of this subject, students are eligible for:
- The award of Certificate II in Business
- A Statement of Attainment documenting achievement of units of competence that can contribute to the completion of Certificate III in Business
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
- Students wishing to receive an ATAR contribution for Units 3 / 4 sequence of VCE VET Business must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study
- Industry Specific credit/s (VCAL Students)
Community Recreation (Sport & Recreation)

Provider: Kurnai College, Gippsland Education Precinct, Churchill
Delivery: Students will attend course one day a week for two years

This VET subject provides students with the opportunity to become multi-skilled, thereby enhancing entry to employment and further training across all sectors in the Sport and Recreation Industry.

On successful completion of this subject, students are eligible for:
- The award of Certificate II in Community Recreation
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3 and 4 sequence
- Students wishing to receive an ATAR contribution for Units 3 and 4 sequence of VCE VET Community Recreation must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study
- Industry Specific credit/s (VCAL Students)

Community Services Work

Provider: Community College Gippsland, Traralgon
Delivery: Students attend one day a week over one year

The aims of these subjects are to:
- Provide access to a range of potential career paths within the Community Services industry
- Provide training and skill development for the achievement of competence in areas such as casework, community development and advocacy

On successful completion of this VET subject, students are eligible for:
- Certificate II in Community Services Work
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
- Students wishing to receive an ATAR contribution for Units 3 and 4 sequence of VCE VET Community Services must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study
- Industry Specific credit/s (VCAL Students)
Electrical

Provider: GippsTAFE, Newborough Campus  Delivery: Students attend TAFE one day a week over two years

This pre-apprenticeship is designed to give prospective electrical apprentices an insight into work in the electrical field. In this course, students can develop industry standard skills in using a range of components, accessories, materials, tools, equipment and technologies. This pre-apprenticeship provides direct credit towards an electrical apprenticeship

On successful completion of this subject students are eligible for:
• The award of Certificate II in Electrotechnology (Pre-Vocational)
• Block credit towards VCE
• Industry Specific credit/s (VCAL Students)

Equine Industry

Provider: TBA  Delivery: Students attend TAFE one day a week over two years

One of the aims of the Equine Industry subject is to provide students with knowledge and skill development for the achievement of competencies which will enhance their employment and further training prospects within the equine or equine related industries.

On successful completion of this subject students are eligible for:
• The Certificate II in Equine Industry
• Five units credit towards their VCE: three units at Units 1 and 2 level, and a Units 3/4 sequence
• Students wishing to receive an ATAR contribution for Units 3 and 4 sequence of VCE VET Equine Industry must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study
• Industry Specific credit/s (VCAL Students)
Floristy

Provider: GippsTAFE, Morwell Campus  Delivery: Students attend TAFE one day a week over two years

This course aims to provide participants with a good foundation in the practical and theoretical aspects of floristry. The successful completion of this course may assist graduates to produce basic flower arrangements and store displays, resulting in a skill set that is suitable for further study, or work within a florist shop.

On successful completion of this subject students are eligible for:
• The award of Certificate II in Floristry
• Block credit towards VCE
• Industry Specific credit/s (VCAL Students)

Hairdressing

Provider: GippsTAFE, Newborough Campus  Delivery: Students attend TAFE one day a week over two years

This course is designed for people who want to learn about hairdressing prior to commencing an apprenticeship in the trade. The effective combination of theory and practical skills introduced within this subject can provide students with a headstart to a career in hairdressing. This is a pre-apprenticeship course. The salon time of graduates who go on to commence an apprenticeship will be shortened by up to six months.

On successful completion of this subject students are eligible for:
• The award of Certificate II in Hairdressing
• Block credit towards VCE (See VET Coordinator)
• Industry Specific credit/s (VCAL Students)
Horticulture (Parks and Gardens)

Provider: GippsTAFE, Morwell Campus  Delivery: Students attend course one day a week for two years

One of the aims of this subject is to provide students with knowledge and skills to achieve competencies that will enhance their employment prospects in the Horticulture, Parks and Gardens, Nursery, Landscaping and Turf industries.

On successful completion of this VET subject, students are eligible for:
- The award of Certificate II in Horticulture
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
- 10% increment towards their ATAR (10% of the average of the primary four scaled studies)
- Industry Specific credit/s (VCAL Students)

Provider: GippsTAFE, Waratah Restaurant, Morwell Campus

Hospitality (Kitchen Operations)

Delivery: Students attend TAFE one day a week over two years

The aims of the Hospitality subject are to:
- Provide students with knowledge and skill development for the achievement of competence in the hospitality industry
- Provide access to a range of potential career paths ways within the hospitality industry

On successful completion of this subject students are eligible for:
- The award of Certificate II in Hospitality (Kitchen Operations)
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
- Students wishing to receive an ATAR contribution for Units 3 and 4 sequence of VCE VET Hospitality must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study
- Industry Specific credit/s (VCAL Students)

Students will be required to complete the ‘Follow Workplace Hygiene Procedures’ course before being allowed in the kitchen. This will take place at the end of 2011 or the very beginning of 2012.
The VCE VET Information Technology subject provides students with the foundation Information and Communications Technology (ICT) skills and knowledge for an individual to be an effective ICT user or employee. It provides foundation general computing and employment skills that enable participation in an information technology environment in any industry.

The aims of the Information Technology subject are to:
- Provide students with the foundation knowledge and skills to achieve competencies which will enhance their employment prospects within the Information Technology industry
- Provide knowledge and skills in the use of a range of technologies

On successful completion of this subject, students are eligible for:
- Certificate III in Information Technology (General)
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
- Students wishing to receive an ATAR contribution for Units 3 and 4 sequence of VCE VET Information Technology must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study
- Industry Specific credit/s (VCAL Students)
Interior Design

Provider: GippsTAFE, Yallourn Campus     Delivery: Students will attend one day a week for two years

This VET Interior Design subject aims to develop the knowledge and skills needed for employment as an assistant decoration consultant. The subject allows the student to study the style and aesthetics of domestic interiors; encouraging participants to use furnishings, fabric, artwork and colour to develop the design characteristics of an existing space.

On successful completion of this subject, students are eligible for:
• Certificate IV in Interior Design
• Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3 and 4 sequence
• 10% increment towards their ATAR (10% of the average of the primary four scaled studies)
• Industry Specific credit/s (VCAL Students)

Laboratory Skills

Provider: GippsTAFE, GEP Campus     Delivery: Students attend course one day a week for two years

One of the aims of the Laboratory Skills subject is to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects within a laboratory operations environment. This subject will have a forensic focus.

On successful completion of this subject, students are eligible for:
• The award of Certificate III in Laboratory Skills
• Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3 and 4 sequence
• Students wishing to receive an ATAR contribution for Units 3 and 4 sequence of VCE VET Laboratory Skills must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study
• Industry Specific credit/s (VCAL Students)
**Massage**

Provider: GippsTAFE, Morwell Campus  
Delivery: Students attend course one day a week over two years

On successful completion of this subject, students are eligible for:
- Certificate III in Health Services Assistance (Remedial Massage and Alternative Therapies)
- Block credit towards VCE (See VET Coordinator)
- Industry Specific credit/s (VCAL Students)

This subject will be great for students wanting to go into Sports Therapy or follow a career in a medical field.

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**Multimedia**

Provider: GippsTAFE, Gippsland Education Precinct, Churchill

Delivery: Students attend course one day a week for two years

One of the aims of the Multimedia subject is to provide students with the knowledge and skills development for the achievement of units of competence that will enhance their employment prospects within the multimedia industry.

On successful completion of this subject, students are eligible for:
- The award of Certificate II in Multimedia
- The award of Certificate III in Multimedia
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3 and 4 sequence
- Students wishing to receive an ATAR contribution for Units 3 and 4 sequence of VCE VET Multimedia must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study
- Industry Specific credit/s (VCAL Students)

First year units include participating in occupational health and safety processes, producing and preparing photo images, working effectively in the screen and media industries. Electives may include creating 3D digital models, preparing audio assets, following a design process and producing drawings to represent and communicate the concept.

Second year incorporates core units in preparing video assets, exploring and applying the creative design process to 2D forms, creating visual design component and authoring interactive sequences.
Music Industry

Provider: GippsTAFE, Morwell Campus     Delivery: Students attend course one day a week for two years

One of the aims of the Music subject is to provide students with the knowledge and skills development for the achievement of units of competence that will enhance their employment prospects within the music industry. Student need to be able to play an instrument or sing.

On successful completion of this subject, students are eligible for:
- The award of Certificate III in Music
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3 and 4 sequence
- Students wishing to receive an ATAR contribution for Units 3 and 4 sequence of VCE VET Music must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study
- Industry Specific credit/s (VCAL Students)

The Certificate III in Music incorporates industry elements such as performance, critical listening, music management and music promotions.

Photography

Provider: GippsTAFE, Yallourn Campus     Delivery: Students attend course one day a week over two years

On successful completion of this subject, students are eligible for:
- Certificate in Visual and Contemporary Arts (Photography)
- Block credit towards VCE (See VET Coordinator)
- Industry Specific credit/s (VCAL Students)

This subject is perfect for students wanting to go onto the Diploma of Photography which will begin at GippsTAFE’s Yallourn Campus as a full time course in 2011. Students will need to supply their own suitable camera.
Plumbing

Provider: GippsTAFE, Yallourn Campus  
Delivery: Students attend course one day a week over two years

On successful completion of this subject, students are eligible for:
• Certificate II in Plumbing (prevocational)
• Credit towards their VCE: two units at Units 1 and 2 minimum, see VET Coordinator for 2nd Year credit
• Industry Specific credit/s (VCAL Students)

This subject will give participants an introduction to the plumbing industry and set the base for gaining an apprenticeship. Students will learn basic skills as well as basic welding, sheetmetal work to enable broader opportunities for specialisation into roofing and gasfitting.

Public Safety

Provider: GippsTAFE, GEP Campus (GIP ED PRE??)  
Delivery: Students attend course one day a week over two years

On successful completion of this subject, students are eligible for:
• Certificate II in Public Safety (SES Rescue)
• Block credit towards VCE - See VET Coordinator
• Industry Specific credit/s - VCAL Students

This subject will include rescue operations and will include both the CFA and SES as delivery partners. Students will be required to undertake theory however there is an aim to make it as hands-on as possible. Please be advised that this subject may end up running as the Firefighting and Rescue stream, this will be dependent on what GippsTAFE’s facilities can best manage.
Tourism (Meetings and Events)

Provider: GippsTAFE, Morwell Campus  
Delivery: Students attend one day a week for two years

One of the aims of this subject is to provide students the knowledge and skills to achieve competencies that will enhance their employment prospects in the Tourism industry. The course focuses on developing skills in customer services, event coordination and promotion.

On successful completion of this VET subject, students are eligible for:

- The award of Certificate II in Tourism (Operations) on completion of 1st year
- The award of Certificate III in Tourism (Meetings and Events) on completion of 2nd year
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3 and 4 sequence
- 10% increment towards their ATAR (10% of the average of the primary four scaled studies)
- Industry Specific credit/s (VCAL Students)

Traralgon College recognises the Australian Qualifications Framework (AQF) qualifications and statements of attainment issued by any other RTO. Traralgon College will accept qualifications and statements of attainment issued by any other RTO when the documents have been verified.
Recognition of Prior Learning

Policy Statement
To ensure that RPL processes are justly implemented at Traralgon College so that prior learning is recognised, irrespective of how or where the learning has taken place.

Guidelines
Recognition of Prior Learning (RPL) is understood by the College to be the process of equating an individual's prior learning to the learning outcomes/units of competence offered by a registered training organisation.

Two types of applications will be recognised:
• A: Standard exemptions / credit for previous formally recognised training
• B: Recognition of work and life experiences, including non-formally recognised training

Implementation
• RPL is discussed with students at the VET Enrolment meetings. Students are offered RPL on enrolment as indicated on Course Selection Sheets.
• The VET Recognition of Prior Learning Policy is located on the College Intranet site that is accessible by all students and staff.
• Applications for RPL will be managed and assessed by a person or persons with relevant qualifications.
• Individuals who are granted RPL will be issued with the relevant qualification as appropriate.
• Charges levied for a type B RPL application are an administration fee and an assessment fee. These fees are fully refundable if the student enrols in the remaining course.
• RPL will be granted for:
  • Units of Competencies where it can be substantiated that the applicant has achieved the key learning outcomes
  • Whole units unless flexible delivery of individual learning outcomes within the Unit of Competence / Unit is available

Procedures
• Applications for RPL should be lodged with any relevant documents attached to the VET Coordinator or delegate.
• The applicant will be invited to attend an interview process to discuss the application.
• An assessment and verification of the application will be undertaken. (Further information/documentation may be requested to be supplied and assessed.)
• Where applicable, credit will be given and recorded for identical units of competence completed elsewhere. Exemptions will be granted and recorded for achievement of the equivalence of a unit of competence. A Statement of Attainment will also be issued.
• Applicants may appeal a decision. Appeals should be lodged with the VET Coordinator or delegate.
Complaints and Appeals

Policy Statement
To establish fair and just complaints and appeals procedures for VET students at Traralgon College.

Guidelines

- Students may raise any matters of concern relating to assessment, the quality of teaching, student amenities, discrimination, sexual harassment and other issues.
- All substantiated complaints must be acted upon by Traralgon College. Where a complaint cannot be resolved through discussion an appropriate external and independent agent may be required to mediate.

Implementation

The VET Complaints and Appeals Policy is located on the College Intranet site that is accessible by all students. It is also provided in the VET Handbook that is given to students prior to enrolment to ensure:

- All disputes or complaints are handled professionally and confidentially in order to achieve a speedy resolution
- All parties have a clear understanding of the steps involved in the policy
- All complaints are managed fairly and equitably and as efficiently as possible

Procedures

- The student is advised to nominate an advocate who is prepared to support the student in confidence. eg. a parent, fellow student or welfare officer.
- The complaint should initially be taken to the VET Coordinator or delegate.
- The complaint is required to be registered on the Complaints and Appeals register.
- If the complaint is not resolved directly through the VET Coordinator or delegate, then assessment and subject complaints should be taken to a Year Level Student Manager.
- If still unresolved, the complaint should be taken to the Principal who will within 5 working days appoint an independent panel to resolve the complaint. The panel may consist of the student, the student advocate, the Principal or nominee, VET Coordinator or delegate, Year Level Student Manager and any others the panel agree to co-opt.
- The student will have the opportunity to present his/her appeal/complaint to this independent panel.
- If still unresolved, it may be referred to the School Council.
- If the complaint cannot be resolved internally then the VET Coordinator or delegate will advise the student of the appropriate body where they can seek further assistance e.g. VCAA, Department of Education and Training.
- The Complaints and Appeals register is required to be updated with any action taken.
- The student should be given a written statement of the outcome and reasons for the decision.
Course Counselling Forms
INSTRUCTIONS:

1. Complete the first section on your own. (Compulsory)

2. Complete SECTION B in classes with the help of your Year 9 teachers. (Compulsory)

3. Complete SECTION C by discussing your report with your form teacher. (Compulsory)

4. SECTION D (Optional) VET ENGINEERING AUTOMOTIVE OR FURNISHING

See the VET section of the Handbook for details on the three VET subjects available to Year 10 students (Automotive, Engineering and Furniture Making) as well as the acceptance procedures. If wishing to enrol in one of these subjects students must complete a VET Expression of Interest form (available at the junior campus main office) and submit it with this selection form.

You need to put your VET preference in two elective spaces in SECTION F

PLEASE NOTE: Entrance to a VET subject is not guaranteed.

STUDENTS MUST ATTEND A COURSE COUNSELLING APPOINTMENT IN APPLYING FOR A VET SUBJECT

5. SECTION E (Optional)

If you wish to study Unit 1 and 2 of a VCE subject whilst in Year 10 you must be

   a. A hard worker
   b. Organised
   c. Usually have achieved a B or above in a similar subject. Eg. you should have achieved a B or above in Science if you wish to do an Early Start in Biology or Psychology.
   d. Are thinking about going to Uni after school.

Get your Year 9 teacher to sign a recommendation for you. Please note not all subjects are suitable to do as an Early Start and there may be a limit on the number of Year 10 students in some subjects. If you gain approval from your teacher to be considered for an Early Start, write the name of the subject in 2 spaces in SECTION F.

STUDENTS MUST ATTEND A COURSE COUNSELLING APPOINTMENT IN APPLYING FOR AN EARLY START

6. SECTION F (Compulsory)

For Maths you must circle your preference and have your current Maths teacher to sign their recommendation.

Select another eight subjects and two other alternative preferences. You must choose at least one unit of Health/PE, Humanities, Science, Arts and Technology. Once we do the timetable we will decide which subjects will run in first or second semester.

Please note that these selections may not be all the subjects you have in 2013. Not all subjects will run. Whether or not a subject runs is determined by the number of students who select it and the staff available to teach it. If a subject you have chosen does not run we will use your preferences and/or you will be asked to select again.

7. Collect all signatures and submit your form to your form teacher. Your form teacher will send it to the Senior Campus for processing. (Compulsory)

COURSE COUNSELLING APPOINTMENT 20th – 24th August (Optional)

If you would like some extra help or are applying for an early start subject you can book an Appointment.

Online bookings required if you want a Course Counselling Appointment

http://www.schoolinterviews.com.au event code: SSQB8

We will not accept course selection forms without parent signatures.
SECTION B:
What would you like to do when you leave school?
Do you know what qualifications are required for your chosen pathway?
Do you want to go onto further study at TAFE or UNIVERSITY?
What subjects do you have to study to get into your course?

SECTION C:
Semester 1 results viewed by your teacher?  Yes  No
Do results support the chosen pathway?  Yes  No  Some rethinking needs to be done

SECTION D: VOCATIONAL EDUCATION & TRAINING (VET)
VET Preference (please circle one)
AUTOMOTIVE  or  ENGINEERING  or  FURNITURE MAKING
Recommended by Teacher: _______________________
Signature: _______________________

Students must also complete a VET Expression of Interest form.  STUDENTS MUST HAVE A COURSE COUNSELLING APPOINTMENT.

SECTION E: EARLY START SUBJECT
I am a hard worker  I am organised  I achieved a B or above in a similar subject  I want to go to Uni
I would like to study  as a VCE subject in Year 10.
YEAR 9 SUBJECT TEACHER SIGNATURE FOR RECOMMENDATION: _______________________
STUDENTS MUST ATTEND A COURSE COUNSELLING APPOINTMENT

SECTION F: SUBJECT SELECTION FOR 2013

<table>
<thead>
<tr>
<th>1st Preferences</th>
<th>SUBJECT SELECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>All students will be enrolled in Core English. Students will be placed in in Foundation English from Teacher recommendation.</td>
</tr>
<tr>
<td>Maths Selection</td>
<td>Please Circle your choice and get your Maths teacher to sign their recommendation</td>
</tr>
<tr>
<td>MATHS CHOICE</td>
<td>FOUNDATION MATHS</td>
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<tr>
<td>FURTHER MATHS</td>
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<tr>
<td>MATHS METHODS</td>
<td></td>
</tr>
<tr>
<td>Science Elective:</td>
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<tr>
<td>Art Elective:</td>
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<tr>
<td>Technology/VET Elective:</td>
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<td>PE/Health Elective:</td>
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<td>Humanities Elective:</td>
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<td>Other Elective choice 1:</td>
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<tr>
<td>Other Elective choice 2:</td>
<td></td>
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<tr>
<td>Other Elective choice 3:</td>
<td></td>
</tr>
</tbody>
</table>

| 2nd PREFERENCES | 1. 2. |

Please note: If you are choosing an Early Start or VET subject it will take up 2 places for your electives. Please write it in 2 of the above elective choices.

STUDENT SIGNATURE _______________________
PARENT/GUARDIAN SIGNATURE _______________________
TEACHER SIGNATURE _______________________
DATE SUBMITTED _______________________
INSTRUCTIONS:

1. Complete SECTION A on your own. (Compulsory)

2. Complete SECTION B & C in TLC classes with the help of your teacher. (Compulsory)

3. SECTION D (Compulsory only if applying for VCAL otherwise optional)
   See the VET section of the Handbook for details on the extensive range of VET subjects available as well as the enrolment and acceptance procedures. You should put the VET subject preference in as your third or fourth choice in SECTION F and ensure you have your other elective preference listed.

   Continuing in VET: Students who have already completed their first year of training must ensure the VET subject is clearly stated on this form as being second year. Please be aware that enrolment into second year is not automatic and student enrolments will be reviewed to consider first year’s attendance, attitude and progress/completion of units.

   STUDENTS MUST ATTEND A COURSE COUNSELLING APPOINTMENT IN APPLYING FOR VET

4. SECTION E (Optional)
   If you wish to study Unit 3 and 4 of a VCE subject whilst in Year 11 you must be
   a. A hard worker
   b. Organised
   c. Achieve a B or above in Unit 1 Early Start
   d. Get your Early Start teacher to sign a recommendation for you. Teachers have been asked to consider carefully whether or not to recommend you to study a 3/4 subject in Year 11. If they do not give approval they are doing it because they consider it is better for you to complete that study in Year 12.

   All this should be completed before your course counselling occurs in TLC in the Week of 3 August.
   If you gain approval from your teacher to be considered for an Early Start, write the name of the subject in SECTION F.

   STUDENTS MUST ATTEND A COURSE COUNSELLING APPOINTMENT IN APPLYING FOR AN EARLY START

5. SECTION F (Compulsory)
   You must circle your preference and for both English and Maths have your current Year 10 English and Maths teachers sign their recommendation. They must sign beside your selection.

   ENGLISH LANGUAGE IS BY RECOMMENDATION ONLY
   Complete the Subject Selection and other preference.
   Once we do the timetable we will decide which subjects will run in first or second semester.
   If you wish to apply for VCAL you must fill out both the VCE and VCAL sections. You will be notified if you are successful in your application. You need to get a teacher to sign the recommendation for you to go into VCAL.

   Please note that these selections may not be the subjects in your timetable in 2013. Not all subjects will run. Whether or not a subject runs is determined by the number of students who select it and the staff available to teach it. If a subject you have chosen does not run we will use your preferences and/or you will be asked to select again

6. Collect all signatures and submit your form to your form teacher. (Compulsory)
   Appointments for optional course counselling interviews will be available during August. Please make an appointment if you need advice relating to your selections – Online booking: http://www.schoolinterviews.com.au event code: SSQR8

   We will not accept course selection forms without parent signatures.
## TRARALGON COLLEGE YEAR 11 2013
### COURSE COUNSELLING FORM

**SECTION A:**
- NAME: ________________
- TLC GROUP: ________________
- TLC TEACHER: ________________
- PARENT/GUARDIAN NAME: ________________
- CONTACT PHONE NO.: ________________

**SECTION B:**
- What would you like to do when you leave school? ______
- Do you know what qualifications are required for this pathway? ______
- Do you want to go onto further study at TAFE or UNIVERSITY? ______
- What ATAR score, if any, is required for your preferred course? ______
- What prerequisites/qualifications or processes are required for your chosen pathway? ______

**SECTION C:**
- Semester 1 results viewed by TLC teacher? Yes ______
- Do results support the chosen pathway? Yes ______
- No ______
- Some rethinking needs to be done. ______

**SECTION D: VOCATIONAL EDUCATION & TRAINING (VET) (Must complete this section if applying for VCAL)**
- VET Subject ______
- Is this subject continuing on from 2012 Yes ______
- No – New enrolment ______

**SECTION E: EARLY START SUBJECT** (UNIT 3/4 VCE SUBJECT IN YEAR 11)
- I understand the requirements of VCE Unit 3/4 for my subject and have achieved a B or above in Unit 1 ______
- I would like to study ______ as a Unit 3/4 VCE subject in Year 11. ______
- UNIT 1 SUBJECT TEACHER SIGNATURE FOR RECOMMENDATION: ______

**SECTION F: SUBJECT SELECTIONS FOR 2013**

<table>
<thead>
<tr>
<th>SUBJECT SELECTION</th>
<th>TEACHER RECOMMENDATION</th>
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<tbody>
<tr>
<td>ENGLISH</td>
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<tr>
<td>ESL</td>
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<tr>
<td>LITERATURE</td>
<td></td>
</tr>
<tr>
<td>ENGLISH LANGUAGE</td>
<td>(Recommendation Only)</td>
</tr>
<tr>
<td>MATHS METHODS</td>
<td></td>
</tr>
<tr>
<td>FURTHER MATHS</td>
<td></td>
</tr>
<tr>
<td>FOUNDATION MATHS</td>
<td></td>
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</tbody>
</table>

Other Elective Preference: ________________

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<thead>
<tr>
<th>STUDENT SIGNATURE</th>
<th>PARENT/GUARDIAN SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLC TEACHER SIGNATURE</td>
<td></td>
</tr>
</tbody>
</table>

Core Components Include Literacy, Numeracy & Work Related Skills
Please indicate your interest area (please circle)
- Art – Visual or Performance
- Hospitality
- Technology – Building, Automotive or Engineering
- Business Studies
- Information Technology
- Environmental Studies
- Health & Physical Education
- Other ______

Intended Work Placement ______

Teacher Recommendation
- I believe this student is suited for VCAL as they are;
  - Organised ☐
  - Independent ☐
  - Self Motivated ☐
- Initials ______
- Signature ______

INSTRUCTIONS:

1. Complete SECTION A on your own. (Compulsory)

2. Complete SECTIONS B & C in TLC classes with the help of your TLC teacher. (Compulsory)

3. SECTION D (Optional)
   New students to VET: Students who wish to start a VET subject in 2013 will be required to have an interview as part of the enrolment process and this will be organised at an appropriate time. You should put the VET subject preference in as your third or fourth choice in SECTION F and ensure you have your other elective preference listed.

   Continuing in VET: Students who have already completed their first year of training must ensure the VET subject is clearly stated on this form as being second year. Please be aware that enrolment into second year is not automatic and student enrolments will be reviewed to consider first year’s attendance, attitude and progress/completion of units.

   STUDENTS MUST ATTEND A COURSE COUNSELLING APPOINTMENT IN APPLYING FOR A VET

4. SECTION E (Compulsory)
   If you are doing VCE you must have one of the English subject. Circle your preference and talk to your current English teacher. They need to sign their recommendation. ENGLISH LANGUAGE IS BY RECOMMENDATION ONLY
   Select four other subjects and one alternative preference in total.
   If you are doing VCAL you must circle your interest area and complete your intended Work Placement.
   Please note that these selections may not be the subjects in your timetable in 2013. Not all subjects will run. Whether or not a subject runs is determined by the number of students who select it and the staff available to teach it. If a subject you have chosen does not run we will use your preferences and/or you will be asked to select again.

5. Collect all signatures and submit your form to your TLC teacher.

6. Appointments for optional course counselling interviews will be available during August. Please make an appointment if you need advice relating to your selections. Bookings can be made online at http://www.schoolinterviews.com.au event code: S5Q98

   We will not accept course selection forms without parent signatures.

Quick Links

- Introduction
- Year 10 Course Guide
- VCE Course Guide
- VET Course Guide
- Student Forms
SECTION A:
NAME: ________________________ TLC GROUP: ________ TLC TEACHER: ____________
PARENT/GUARDIAN NAME: ________________________ CONTACT PHONE NO.: ____________

SECTION B:
What would you like to do when you leave school? ________________________________
Do you know what qualifications are required for your chosen pathway? __________________
Do you want to go onto further study at TAFE or UNIVERSITY? __________________
What ATAR score, if any, is required for your preferred course? __________________
What prerequisites/qualifications or processes are required for your chosen pathway? __________________

SECTION C:
Semester 1 results viewed by TLC teacher? Yes
Do results support the chosen pathway? Yes No Some rethinking needs to be done.

SECTION D: VOCATIONAL EDUCATION & TRAINING (VET)
VET Subject ________________________________
Is this subject continuing on from 2012 Yes No – New enrolment

SECTION E: SUBJECT SELECTION FOR 2013
Victorian Certificate of Education (VCE)

<table>
<thead>
<tr>
<th>SUBJECT SELECTION</th>
<th>YEAR 11 TEACHER SIGNATURE OF APPROVAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Circle your choice)</td>
<td></td>
</tr>
<tr>
<td>ENGLISH</td>
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<td>ESL</td>
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<td>LITERATURE</td>
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<td>ENGLISH LANGUAGE</td>
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OTHER ELECTIVE PREFERENCE: ________________________________

Victorian Certificate of Applied Learning (VCAL)

Core Components Include Literacy, Numeracy & Work Related Skills
Please indicate your interest area (please circle)
- Art – Visual or Performance
- Hospitality
- Technology - Building, Automotive or Engineering
- Business Studies
- Information Technology
- Environmental Studies
- Health & Physical Education
- Other ____________________

Intended Work Placement ________________________________

STUDENT SIGNATURE: ________________________
PARENT/GUARDIAN SIGNATURE: ________________
TLE TEACHER SIGNATURE: ________________