Welcome to the Senior School.

The distribution of this VCE/VCAL Course Selection Guide is an important part of the process designed to help you make informed choices for your future pathway, both here at the College, over the next two years, and beyond.

Mount Eliza Secondary College offers an outstanding range of possibilities, to cater for all students. You will be able to select to study VCE units, and/or VET units and/or VCAL units. Your final selection of units will determine whether you are working towards the VCE Certificate or the VCAL Certificate.

To assist you in this important decision making process you will receive advice from a course counsellor. They will be able to answer questions and give recommendations based on your interests, future career aspirations and past academic performance. It is imperative that you have done some preparation for the counselling sessions.

Your first major task is to design a preferred course of study. You will need to study 12 (semester length) units in Year 11, and 10 (semester length) units in Year 12. The page ‘Selecting your Units of Study’ and the descriptions of subjects offered will assist in planning your course.

The first step is to design a course that best serves your talents, interests and aspirations. Take time to assess your interests and your talents. Do not choose subjects based on comfort zone interests or staying with friends.

Take time to investigate post school options. Be sure you know what subjects are required to enter certain fields of study (Prerequisites). Access as much advice as possible from teachers, Student Pathways Coordinators (Careers Teachers) and relevant institutions.

A Senior School Administrative Handbook and details about the Senior School Courses will also be available on the College Intranet (details about any VCAA courses or subjects can be found on the website at www.vcaa.vic.edu.au). You will be informed about detailed rules and requirements of VCE, VCAL and VET as you are introduced to your Senior years.

The Senior School Coordinators will support your move into a more adult learning environment. There are certain privileges that come with being a senior student but with that comes increased responsibility. We want you to be the best you can be. Study at this level requires a serious effort and commitment to balance your life so that educational opportunities are maximised.

We wish you well in your deliberations and study.
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Senior School Programs

What is VCE, VCAL and VET?

General Information

Mount Eliza Secondary College offers a range of post-compulsory education courses and subjects. The courses have two main pathways—VCE and VCAL. The College also offers a number of Vocational Education and Training (VET) programs.

What is a SENIOR SCHOOL Program?

A Senior School program is a set of semester units undertaken under a minimum period of two years. This program is designed by you to meet your needs and the guidelines laid down by the Victorian Curriculum & Assessment Authority (VCAA) and the College’s policies. In undertaking a Year 11 course of study, students will be embarking on the first year of the two-year Victorian Certificate of Education (VCE) course of study, and working towards the award of the VCE Certificate at the end of 2011.

Year 11

At Mount Eliza Secondary College Senior students are required to nominate at least 22 units of study usually over a two-year period.* A unit of study is of half a year’s (Semester) duration. Year 11 students will be required to select 12 units of study (6 each Semester).

Year 12

In undertaking a Year 12 Course of Study, students will be completing the second year of their Senior program. As such, Year 12 students will be required to choose 10 units of study with sequences of Units 3 and 4.

* In some circumstances it may be necessary or appropriate for students to complete their Senior Program over 3 years. This may include a middle ‘linking year’ during which a combination of Unit 1/2 and Unit 3/4 subjects are attempted.

Entry to Year 11 & 12 is not automatic

The Senior School Coordinators have a responsibility to ensure that each student puts forward a program of study that allows them to succeed at this level. It is each student’s responsibility to demonstrate, during Year 10, that he or she has developed the range of skills necessary to enable him or her to confidently take on a Senior School program. It would be irresponsible of the College to allow any student to proceed with a Senior School program if the student had not been judged as being capable of satisfactorily completing such a program. The two key areas that will be assessed in each case are:

1. Academic ability; and
2. Work ethic.

Specific judgments about the suitability of a student to enter a Senior Course, and to take up particular subjects, will be based on the following criteria:

1. The student must have achieved an ‘At the VELS standard’ result in English;
2. The student must have achieved an ‘At the VELS standard’ result for the vast majority of work requirements across all subjects completed during Year 10. A student not obtaining this result for greater than 10% of their work requirements would be considered an unlikely candidate for the VCE program since, at this level it would be unlikely that the student would achieve success.
The College believes that, in the majority of cases where students have performed poorly at a level leading up to the Senior School, they should attempt to satisfy the requirements of that level in order to adequately develop the skills required to succeed at the VCE.

**Student Declaration**

Before undertaking any VCE or VCAL studies, all students must sign an agreement to abide by the VCAA regulations. It is therefore important to recognize that by undertaking these studies it is the individual student who is responsible for supplying 'complete and accurate information' to the Authority with regard to personal details, and that it is the student who agrees to the rules and instructions relating to the VCE and VCAL assessment programs and matters of discipline.

Early in 2011 each student will be able to access the College Administrative Handbook on the Intranet. Students will receive a hard copy of the Administrative Handbook in 2011. The Handbook will contain detailed information about the rules the VCAA and the College adhere to in implementing the VCE and VCAL programs.

**Attendance**

“Students need to attend sufficient class time to undertake the course work and associated assessment tasks. Work done in class time is necessary to allow work to be authenticated.” [VCAA VCE Administrative Handbook].

Students must attend 90% of all timetabled classes. Where attendance is unsatisfactory the student may be awarded ‘N’ (Not Satisfactory) for Unit Outcomes as a penalty.

**Parent Information Evenings**

- **Year 11 Parent Information Evening:** Wednesday, 17th November 2010
- **Year 12 Parent Information Evening:** Tuesday, 15th February 2011

**Subject Levies**

Some subjects attract a compulsory materials fee which must be paid before enrolment can be confirmed at Course Finalisation Day in December of the year prior to the commencement of the study. (Refer page 7.)

**Selecting subjects at Years 11 and 12**

Before you select a course of study for 2011 it is important that you consider the following questions:

**Student Pathways**

**What do I want to do in the future? What are my goals?**

- Go to university or T.A.F.E.?
- Do an apprenticeship?
- Get a job?

Whatever your ambitions, be sure you know what is required to be studied at Year 11 and 12 to assist you in achieving your goals. Some tertiary institutions set out particular subjects that are prerequisites to qualify for admittance; some courses give strong recommendations of what subjects should have been studied.

Details of prerequisite subjects can be obtained from the Student Pathways Coordinator (Careers Advisor), Year Level Coordinators and tertiary institutions.

**Do I have the ability to handle the subjects or course I wish to undertake?**

Generally, a positive performance (at the standard or better in at least some assessment tasks) in that subject (or a closely related subject) can be a good indication of likely achievement at the Year 11 level. If, for example, you have struggled with Maths in previous years, it would be most difficult to cope with a full Maths course at Year 11 or 12 level.
Does that subject interest me?

This is important because if you have a definite interest in a subject, or a related area, this is a good indicator that you are likely to succeed in that subject.

Does the subject choice provide for a balanced course?

If you are not completely sure about your future career choice, be careful to choose subjects that leave your options open. A broad course provides for flexibility so that if you do not obtain your first career choice, you can change your mind about the career you have chosen.

Do I understand the nature of the subject(s) I am selecting?

Students are faced with selecting subjects which are new to them as there are no Year 10 direct counterparts in subjects such as Accounting, Economics, or Legal Studies. It is therefore crucial to work carefully through the description of each subject so that you have a proper understanding of what that subject involves.

DO NOT choose subjects on the basis of who the teacher may be or what your friends may choose.

N.B: Course specialisation is greater at Year 11 than in any previous year, therefore, an inappropriate decision now may be difficult to reverse at a later date.

CONSULT with your Mentor, Course Counsellor, Senior School Coordinators, the Student Pathways Coordinator, subject teachers, parents and other appropriate persons before making final decisions.

Senior Program Options

There is a range of options that students can follow in their Senior School Program.

These include:

VCE Studies

Areas of Study

There are over 40 individual studies in the VCE, as well as Vocational Education and Training (VET) programs, organised into different fields of study. Of these studies, the majority will be available at Mount Eliza Secondary College in 2011. Of these, only English Units 1 & 2 are compulsory in Year 11.

Unit Outcomes & School Assessed Coursework

Outcomes refer to key knowledge and key skills specified in each study. Each VCE unit includes a set of two to four outcomes which must be achieved for satisfactory completion of the unit.

Achievement of the outcomes is based on the teacher’s assessment of the student’s performance on assessment tasks designated for the unit.
School assessed coursework is made up of the assessment tasks specified in the study design. The assessment tasks are part of the regular teaching and learning program; they must be completed mainly in class time within a limited time frame.

At Units 3 & 4, marks will be allocated for the coursework assessment tasks and will contribute to the final study score. These marks will be reported to VCAA. Marks in Units 1 & 2 will be used only for internal reporting and do not contribute to the ATAR. (Australian Tertiary Admission Rank).

The final study score issued for Units 3 & 4 will be a compilation of marks allocated for coursework marks and exam results.

**VCAA Requirements:**

In order to attain your VCE Certificate, you **must** satisfactorily complete a minimum of 16 units including:

- 3 units from the English group
- 3 other Unit 3 & 4 sequences (6 units which could include a VET sequence)

**VCE Materials Charges for 2011**

The following materials charges will be required to be paid by all VCE students enrolling in the subjects indicated below. These charges represent extra materials that are required to complete the course and enrolment is only confirmed when these payments are made. All payments must be made no later than Course Finalisation Day (as detailed below) to confirm enrolment. Unpaid charges may result in your place being given to another student.

**VCE Units - Elective Levies (approximate costs):**

<table>
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<tr>
<th>Subject</th>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
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<tr>
<td>Art</td>
<td>$ 85</td>
<td>$ 85</td>
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<tr>
<td>Studio Art</td>
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<td>Design Technology</td>
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<td>$ 85</td>
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<td>Drama</td>
<td>$ 55</td>
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<td>Media Studies</td>
<td>$ 85</td>
<td>$ 85</td>
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<td>Visual Communication &amp; Design</td>
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<td>$ 85</td>
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<tr>
<td>Music</td>
<td>$ 25</td>
<td>$ 25</td>
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<tr>
<td>Food Technology</td>
<td>$250</td>
<td>$200</td>
</tr>
<tr>
<td>Biology</td>
<td>$ 50</td>
<td>$ 50</td>
</tr>
<tr>
<td>Chemistry</td>
<td>$ 30</td>
<td>$ 30</td>
</tr>
<tr>
<td>Physics</td>
<td>$ 25</td>
<td>$ 25</td>
</tr>
<tr>
<td>Psychology</td>
<td>$ 25</td>
<td>$ 25</td>
</tr>
<tr>
<td>Information Technology</td>
<td>$ 25</td>
<td>$ 25</td>
</tr>
<tr>
<td>Outdoor Education *</td>
<td>$760</td>
<td>$760</td>
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(*with possible additional charges)

NOTE: To obtain an ATAR, satisfactory completion of both Units 3 & 4 of an English study is required.
**PAYMENT OF COURSE COSTS:**

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<td><strong>ALL SUBJECT LEVIES ARE PAYABLE AT THE COLLEGE BY COURSE FINALISATION DAY:</strong></td>
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<td>26th November 2010</td>
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<td>16th November 2010</td>
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<td>2nd December 2010</td>
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<td></td>
<td>3rd December 2010 (until 1pm)</td>
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<td><strong>Year 12 2011 Course Finalisation Days:</strong></td>
<td>22nd November 2010</td>
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<td>23rd November 2010</td>
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VCAL Studies

Victorian Certificate of Applied Learning (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is a hands on option for Year 11 & 12 students. The VCAL gives you practical work related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. The VCE is widely used by students as a pathway to university. Students who choose to do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing school.

VCAL will be most useful for students whose planned career pathway does not require an ATAR score.

VCAL is studied under five compulsory strands:

- Literacy Skills
- Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills

VCAL has three levels – Foundation, Intermediate and Senior. Certificates are awarded for the successful completion of each of the levels. It is envisaged at MESC that, in most cases, Year 11 students will study for the Intermediate Certificate and Year 12 students will study for the Senior Certificate.

Students who begin VCAL may decide to change their mind and study VCE. Most units successfully completed as part of the VCAL will count toward the VCE. Students who complete the VCAL do not receive an ATAR score for University entry.

The five strands of study:

**Strand 1** - Literacy Skills. Students can select a VCE English subject or VCAL specific unit.

**Strand 2** - Numeracy Skills. Students can select a VCE Mathematics subject or VCAL specific unit.

**Strand 3** - Industry Specific skills are usually drawn from Vocational Education and Training (VET) programs, VCE VET subjects or through the training component of a Traineeship or a School Based Apprenticeship & Traineeship (SBAT).

**Strand 4** – Work Related Skills are undertaken through participation in a school based course.

**Strand 5** – Personal Development Skills require you to participate in team based projects and / or structured activities that will develop your team work skills, self confidence and other skills important for life and work. Project work will be completed through school based activities.

VCAL courses are designed to suit individual needs and students electing this pathway will have extensive course counseling and design with the Student Pathways Coordinator and / or Senior School Coordinators.

Any student interested in VCAL should discuss the program with Mr Andrew Musgrave (VCAL Co-Ordinator) and indicate their interest clearly on their selection form.

Students selecting a VCAL program will be required to choose either a VET course or organise a Traineeship / School Based Apprenticeship & Traineeship (SBAT). If these requirements are not met, the student will not be enrolled in VCAL and will be required to select a VCE course.

Extra costs – students may incur extra costs depending on the studies selected. Students studying VET subjects will incur the cost of such courses as outlined in the VET section of this handbook.
School Based Apprenticeship & Traineeship (SBAT)

School Based Apprenticeships & Traineeships are also a recognised program within the VCE.

In order to participate in this programme, students need to find an employer willing to participate in the scheme. The College will then assist the student and the employer to make the necessary arrangements with a registered training organisation. An additional cost is associated with the monitoring of the apprenticeship.

Vocational Education and Training (VET)

The Vocational Education and Training (VET) in schools program combines general VCE studies with vocational training and hands-on training and practice in the workplace. VET in schools programs are fully recognised by the VCAA and contribute to a unit 1-4 sequence OR a unit 1-2 sequence.

Successful completion of a VET in the VCE program provides students with:
- two qualifications: a Victorian Certificate of Education issued by the VCAA and a nationally recognised VET Certificate issued by a Registered Training Organisation (RTO);
- two Statements of Results issued by the VCAA giving details of units completed in the VCE and competencies completed in the VET qualification;
- an enhanced Australian Tertiary Admission Rank (ATAR) which can improve access to further education. In some programs this means the student will receive a Study Score in the same way they would for a traditional VCE subject. This can count as one of their top 4 subjects as contributing fully towards the ATAR. If this does not occur the student gains an increment towards their ATAR;
- the ability to articulate into further vocational education and training courses with, in many cases, credit being given towards an apprenticeship.

Students may be required to complete 40—80 hours of Structured Workplace Learning (SWL) out of school hours, usually during the holidays.

Over 24,000 students were enrolled in VET-in-schools programs in 2010.

VET COSTS:

Any student interested in a VET subject should discuss this with Mrs Deborah Batt, Student Pathways Coordinator, and indicate their interest clearly on their Selection Form. (VET fee table on page 54).

VET programs are optional, and they do involve additional costs:

**FULL PAYMENT OF VET FEES MUST BE MADE BEFORE STUDENT ENROLMENT IS CONFIRMED WITH COURSE PROVIDERS.** Where full payment is not received by Course Finalisation day, an alternative program will need to be discussed with relevant course counsellors.

**VET Deposit:** A non-refundable deposit of $250 is due by 7th October 2010

**Final Payment:** Course Finalisation day.

*It is essential that prospective Year 11 students plan a full 22-unit program prior to commencing their Year 11 studies.*
Acceleration Policy

Definition
Acceleration at Mount Eliza Secondary College refers to those situations where students in Years 10, 11 & 12 take up studies which would not generally be offered within their year level. For example:

- students taking up VCE Unit 1&2 or VET Year 1 subjects while in Year 10
- students taking up VCE Unit 3&4 or VET Year 2 subjects while in Year 11
- students taking up Year 13 University subjects while in Year 12

A student will usually first enter the acceleration program in Year 10 or in Year 11 but may, on rare occasions, enter at other levels.

Purpose
At Mount Eliza Secondary College acceleration programs are offered to:

- provide opportunities for students with clearly identified capacities to extend and challenge themselves beyond the programs offered at a particular year level
- stimulate the ongoing development of a culture supportive of striving for excellence
- provide opportunities for students to increase their university entrance scores by completing a program of six studies with study scores
- introduce students to the demands of VCE studies.

Conditions
At Mount Eliza Secondary College acceleration will occur under the following conditions:

- Students will gain access to acceleration programs through an application process or through identification and nomination by staff after evaluation of performance.
- Acceptance to acceleration programs will be determined using established criteria applied by a panel that might include members of the Principal team, Sub-school teams, the Student Pathways or Student Wellbeing Coordinators, or other relevant members of staff.
- Acceleration will usually be offered only where places exist in planned classes i.e. new classes will not normally be established to accommodate acceleration placements but this may vary where numbers make this more feasible.
- Where competition for limited places in classes occurs, preference will be given to those students who have already satisfactorily completed relevant studies at a previous year level or those students who have a higher recommendation.
- A student will normally be permitted to accelerate in only one program at a time.
- It is the College’s expectation that the accelerated subject is to be a 6th subject for Year 12.

Acceleration Selection
Acceleration will only be offered to a student who, on balance, meets the following criteria to a level the selection panel believes is likely to ensure their success in an accelerated program. The panel will consider academic performance from a student’s reports over at least two semesters, as well as teacher comments on reports and any other relevant information available.
Criteria

To be offered acceleration through VCE a student will have:

- consistently achieved high grades across a broad range of subjects [Note: a semester grade average of B (VELS) should be achieved]
- performed consistently well in English
- performed at a particularly high level in the subject(s) most closely related to the area of potential acceleration
- demonstrated a strong work ethic i.e. as identified by completion of all, or at least the significant majority of, work tasks, or by teacher comments
- demonstrated strong organisational skills, resilience and persistence.

To be offered acceleration through alternate programs such as VET a student will have:

- demonstrated an appropriate work ethic i.e. as identified by completion of all, or at least the significant majority of, work tasks, or by teacher comments
- demonstrated strong organisational skills, resilience and persistence
- achieved academic grades which, indicate that the student has applied themselves conscientiously in most areas.

Expectations of Students who Accelerate

i. Acceleration through VCE

The college has high expectations of students who enter the VCE acceleration program. Students who are accepted into this acceleration program are expected to set personal goals that include:

- maintaining grades of an average of “above the VELS standard” in all subjects within their chronological year level and achieving only high grades in their acceleration subject (i.e. perform as one of the top 20% of students in the acceleration class)
- achieving a final study score of 40+ for the acceleration Unit 3/4 subject
- studying five unit 3/4 subjects in Year 12 and achieving high study scores in each of these
- completing Year 12 with high Study Scores in six subjects and achieving an ATAR of 90+

These students are also expected to strive to exhibit behaviours which include:

- acting as role models for other students
- strong organisational skills
- resilience and persistence

ii. Acceleration through Alternate Programs (VET)

The college has high expectations of students who enter the alternate program acceleration path. Students who are accepted into this acceleration program are expected to set personal goals that include:

- maintaining high levels of performance in the selected alternate program
- demonstrating high level organisational skills to effectively manage any combination of school based and external programs
- maintaining high levels of performance in all school based programs
These students are also expected to strive to exhibit behaviours which include:

- acting as role models for other students
- strong organisational skills
- resilience and persistence

Encouragement & Support

The College’s expectations of students offered acceleration will be set out in a formal letter sent to each student offered a place. An attempt will be made to discuss these expectations with each student offered acceleration.

Acceleration students will meet with and be supported by their sub-school coordinators when selected for the program, and at intervals during the program, to ensure that goals are understood and being achieved. Coordinators will communicate these goals to the mentors and teachers of the students in the acceleration program for reinforcement with the students.

Monitoring Performance

The performance of students in the acceleration program will be monitored at regular intervals. Feedback will be provided verbally and where possible in written form. Where performance does not meet the expectations of the program students will be counselled. If performance is not adequate a student will be withdrawn from the acceleration subject and be given a replacement subject within their chronological year level to maintain the expected workload.

Year 10 to 11

Students may enter Year 11 having successfully completed Unit 1 & 2 in a subject in Year 10. If these students have achieved at a high level, they may continue with this subject and take on Units 3 and 4 at Year 11. If students do not perform at the expected level they may be withdrawn from the acceleration program.

Some students may not have accelerated during Year 10 but they might have achieved at a very high level while in Year 10. Such students may wish to be considered for, or be encouraged to seek, entry directly into a Unit 3/4 sequence as part of their Year 11 program.

Year 11 to 12

Students who achieve outstanding results after undertaking a Unit 3/4 sequence at Year 11 may also have the opportunity of undertaking a first year university (Year 13) subject during Year 12. Entry into such programs, where available, would need to be discussed with the Senior School Coordinators.
### Areas of Learning

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<td>Music Performance</td>
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<td>Studio Art</td>
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*NOTE: Some subjects are likely to have alterations due to subject re-accreditation by the VCAA. Information was correct at time of print. Any changes will be made available when known.*
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Accounting

Accounting is the process of recording, reporting, analysing and interpreting financial data and information which is then communicated to internal and external users of the information. It plays an integral role in the successful operation and management of a small business.

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a small business. Students will study both theoretical and practical aspects of accounting. Financial data and information will be collected, recorded and reported using both manual and information and communications technology (ICT) methods.

Many students will go on to further studies in business and finance, and other students will go on to become small business owners. The study of Accounting will enable them to develop their financial knowledge and skills.

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, recording, reporting and analysing financial data and information used by internal and external users. Recording and reporting is restricted to the cash basis.

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

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

Unit 2: Accounting for a trading business
This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions stock. They use financial and non-financial information to evaluate the performance of a business. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

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

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 covers the accrual recording and reporting system for a single activity trading business using the perpetual inventory recording system. Students learn about the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, financial performance and financial position. In this unit students evaluate the information prepared and analyse the results in order to suggest strategies to the owner.

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

This study encourages students to explore ideas and to demonstrate effective working methods and a range of technical skills through personal and independent investigation and experimentation. It emphasises the progressive development of personal concepts and the refinement of skills. The presentation of artworks may be in the form of exploratory visual solutions and/or through more finished artworks.

The study also equips students to respond to art in an informed and articulate manner through a study of how art relates to the society for which it was created and different expressions of artistic identity. Students also develop and refine personal points of view about the meanings and messages of artworks.

Structure
The study is made up of four units.

Unit 1
This unit focuses on realising ideas in the form of visual solutions to set tasks. Students explore materials, techniques and working methods in art form(s) and/or media. Students also study the ways in which artworks relate to the social context for which they were created and how artists choose to interpret social issues and themes.

Unit 2
This unit focuses on the development of areas of personal interest in visual exploration. It encourages artistic development through the exploration of materials, techniques and working methods within art form(s) and/or media. Students also study the roles of artists, how artists are portrayed in society and how artists develop personal styles and approaches to artistic expression.

Unit 3
This unit focuses on a broad and innovative investigation including exploration and experimentation within art form(s) and/or media to develop and refine a sustained body of work. Student's skill in interpreting artworks is developed through a study of artists and their works before and since 1970 through the application of analytical frameworks and the comparison of artworks.

Unit 4
This unit focuses on the preparation and final presentation of ideas developed and refined from the visual directions explored in unit 3. The resolution of the student's ideas may be through innovative and exploratory visual solutions and/or through more finished artworks. As well, students evaluate ideas, issues and arguments expressed in commentaries on art, apply analytical frameworks, critically view artworks and develop personal points of view.

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

Cost:
Art Units 1, 2, 3 & 4: A condition of acceptance into this course is payment of a materials charge of approximately $85.00 due by Course Finalisation Day. Enrolment in this subject is not confirmed unless payment is received by this date. A receipt will need to be produced at the time of course finalisation.
Biology

Biology is the study of living things from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single-celled micro-organisms that live in seemingly inhospitable conditions. It includes the study of the dynamic relationships that exist between living things and their environment and the challenges of survival. All living things have many structural and functional characteristics in common, which can be used to classify and group organisms.

Modern Biology draws on biochemistry, neuroscience, genetics, evolutionary biology, behavioural sciences, and cell and molecular biology. It connects with physics, chemistry and earth sciences in exploring the nature of past and present life, and the possibility of life forms beyond our planet.

All life is connected. Biology and the people who study it give us a greater understanding of living things — not just human life and how to improve it - but a greater understanding of all life forms on the planet. Students develop knowledge of bioscience and skills of science inquiry and the values and attributes that will help them to consider issues and implications associated with the application of biological techniques and technologies.

Structure
The study is made up of four units:

Unit 1: Unity & Diversity
This unit examines the cell as the structural & functional unit of the whole organism. It investigates the challenge of obtaining nutrients and water, a source of energy and a means of disposing of waste products. This unit also explores the diversity of organisms and reproduction.

Unit 2: Organisms & their Environment
This unit investigates the rich diversity of Australian ecosystems and the relationship between living things and their environment. It examines the energy flow and cycling of matter in ecosystems as well as behaviours for survival. Changes to ecosystems and the impact on organisms is also investigated.

Unit 3: Signatures of Life
This unit looks at the molecules and biochemical processes that are indicators of life. It investigates the biomolecules and biochemical processes that are essential for life. It examines how cells communicate with each other and how our immune system protects us from pathogens.

Unit 4: Continuity & Change
This unit focuses on genetics and its role in establishing biodiversity and the process of evolution. It examines how genes are passed from one generation to the next and how changes in genes account for speciation and extinction.

Entry
There are no prerequisites for entry to Unit 1,2 and 3. However, students who enter the study at Unit 3 may need to do preparatory work based on Units 1&2, as specified by the teacher. Students must undertake Unit 3 prior to undertaking Unit 4.

Cost:
A condition of acceptance into this course for Units 1 – 4 is payment of a materials charge of approx. $50 due by Course Finalisation Day. Enrolment in this subject is not confirmed unless payment is received by this date. A receipt will need to be produced at the time of course finalisation.
Business Management

In contemporary Australian society, there is a wide variety of business organisations which vary in terms of size, ownership, objectives, resources and location. These organisations are managed by people who put in place systems and processes to achieve a range of objectives.

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges, complexity and rewards that come from business management and gain insight into the various ways resources can be managed in small, medium and large-scale organisations.

The study recognises that there is a range of management theories rather than a single theory of management. Each unit examines some of these theories and, through exposure to real business scenarios and/or direct contact with business, tests them against management in practice.

In studying Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

Structure
The study is made up of four units:

Unit 1: Small business management
Small rather than large businesses make up the large majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

Unit 2: Communication and management
This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

Unit 3: Corporate management
In this unit students investigate how large-scale organisations operate. Students examine the environment (both internal and external) in which large-scale organisations conduct their business, and then focus on aspects of individual business’ internal environment and how the operations of the business are managed. Students develop an understanding of the complexity and challenge of managing large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications.

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

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

Chemistry is at the core of every technology we enjoy today, including foods, fuels for homes and transport, medicines and drugs to fight diseases, and new materials such as fibreglass for surfboards and Kevlar for bulletproof vests.

Chemical processes are also important in improving human health, preventing environmental problems and rehabilitating degraded environments.

By studying Chemistry, students will be able to investigate, explore and solve qualitative and quantitative chemical problems and discuss chemical concepts and issues. Chemistry units have a significant experimental/laboratory component.

Structure

The study is made up of four units.

Unit 1: The Big Ideas of Chemistry
This unit involves the study of the Periodic Table and atomic structure, relating properties of materials to the type of bonding. Students investigate the development and uses of materials such as polymers, alloys, fibres, ceramics, biofilms and nanotubes, using the language of chemistry. Design & performance of experiments is important throughout the course.

Unit 2: Environmental Chemistry
In this unit, students study water and its relationship to living things and the environment and investigate how chemistry is used to respond to the effects of human activities on our environment. Students also learn about the work of environmental chemists including water & air quality and the types of calculations used every day by analytical chemists. Students are introduced to new, cleaner and more efficient chemical processes that have been designed using green chemistry principles.

Unit 3: Chemical Pathways
Chemical Pathways: In this unit students investigate the scope of techniques available to the analytical chemist – for example, in the work of the forensic scientist, the quality control chemist at a food manufacturing plant, the geologist in the field, and the environmental chemist monitoring the health of a waterway. Students investigate organic reaction pathways and the chemistry of particular organic molecules including structure & bonding and the role of organic molecules in the generation of biochemical fuels & forensic analysis.

Unit 4: Chemistry at Work
In this unit students investigate the industrial production of chemicals, energy changes associated with chemical reactions and factors which affect reaction rate. Students also investigate how energy is produced from available sources (including coal, gas, oil, solar & wind) and the efficiencies, advantages and disadvantages of each energy resource. The unit includes a study of galvanic & electrolytic cells used in appliances such as mobile phones, CD players, personal computers, and larger systems such as cars and motor bikes. Students will continue to investigate the application of principles of green chemistry to chemical processes and use the language and symbols of chemistry to explain observations and data collected from experiments.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students who enter the study at Unit 2 or 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4.

Cost:
Chemistry Units 1 & 2: A condition of acceptance into this course is payment of a materials charge of approx. $30 (for lab coats & trial exams) due by Course Finalisation Day. Chemistry Units 3 & 4: A condition of acceptance into this course is payment of a materials charge of approx. $30 (due by Course Finalisation Day. Enrolment in these subjects is not confirmed unless payment is received by this date. A receipt will need to be produced at the time of course finalisation.
Chinese
(As a first language through the International Department)

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The ability to communicate in another language, in conjunction with other skills, may provide opportunities for employment in the fields of interpreting, social services, ethnic affairs, the tourism and hospitality industries, international relations, the arts, commerce, technology, science, education etc.

Structure
The study is made up of four units.

Unit 1: The three outcomes are:

Outcome 1 - On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to an issue of interest or concern. 
Outcome 2 - On completion of this unit the student should be able to listen to, read and reorganise information and ideas from spoken and written texts. 
Outcome 3 - On completion of this unit the student should be able to produce a personal response to a fictional text.

Unit 2: The three outcomes are:

Outcome 1 — On completion of this unit the student should be able to participate in a spoken or written exchange focusing on the resolution of an issue. 
Outcome 2 — On completion of this unit the student should be able to listen to, read, and extract and compare information and ideas from spoken and written texts. 
Outcome 3 — On completion of this unit the student should be able to produce an imaginative piece in spoken or written form.

Unit 3: The three outcomes are:

Outcome 1 - On completion of this unit the student should be able to express ideas through the production of original texts. 
Outcome 2 - On completion of this unit the student should be able to analyse and use information from spoken texts. 
Outcome 3 - On completion of this unit the student should be able to exchange information, opinions and experiences.

Unit 4: The two outcomes are:

Outcome 1 - On completion of this unit the student should be able to analyse and use information from written texts. 
Outcome 2 - On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture.

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

Students acquire and apply knowledge of a range of design factors and fundamentals to develop solutions to meet specific requirements. They draw upon knowledge and methods associated with determining human needs and wants, product purpose and function, visual and aesthetic. Factors, properties and characteristics of materials, production processes and technologies, economic, environmental and ecological impacts and innovation through design and technology.

Structure

The study is made up of four units.

Unit 1: Design modification and production

This unit focuses on the methods used by a designer to design a product and apply various processes to re-design an existing product and produce it. Includes research documentation and folio presentation. Safety and manufacturing skills are encompassed in this unit.

Unit 2: Collaborative design

In this unit, working as an individual within a team of designers, each student will produce a product working along a theme which has been developed by the collaborative team members. Identification of design options and production planning in response to a design brief for a range of products is the emphasis leading to the production of the work piece.

The College is offering students the opportunity to study Design and Technology under four strands in Units 1 & 2 for 2011: (1) Wood  (2) Metal (3) Textiles or (4) Ceramics.

Unit 3: Design, technology innovation and manufacture

Unit 4: Product development, evaluation and promotion

In Units 3 and 4 the student will explore the complex forces involved in the design and development of a product for the mass market. They also focus on how the judgements 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.

Cost:

A condition of acceptance into units 1-4 is payment of a materials charge: Approx. $85 due by Course Finalisation Day. Enrolment in this subject is not confirmed unless payment is received by this date. A receipt will need to be produced at the time of course finalisation.
Drama

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.

Structure
The study is made up of four units.

Unit 1:
In this unit, students explore performance styles from a range of contexts associated with naturalism and non-naturalism. Students explore dramatic storytelling by developing expressive skills in the creation and presentation of characters within performances. Students devise, perform and analyse a variety of their own performance works.

Unit 2:
In this unit, students use a range of stimulus material to construct devised solo and ensemble performances based on contemporary or historical Australian contexts. This unit involves documentation and analysis of the students’ own performance work and further develops the exploration of non naturalistic performance techniques in performance.

Units 3 and 4:
In these units, the non-naturalistic drama from a diverse range of traditions explored in units 1 and 2 is applied 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.

Cost:
Drama Units 1-4: A condition of acceptance into this course is payment of a materials charge: Approx. $55 due by Course Finalisation Day.
Economics

Economics is the study of how individuals and societies use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do.

Economic decisions are about resource use in producing goods and services and about the distribution of the proceeds of production. To understand the basis for these decisions, and their impact, requires an understanding of basic economic principles and concepts. Students will develop an awareness of the links between economics and the influence of political, ethical, environmental and social forces on economic decision making.

VCE Economics equips students with a unique set of concepts, ideas and tools to apply to individual and social circumstances, and helps them to be more informed citizens, consumers, workers, voters, producers, savers and investors.

Structure
The study is made up of four units:

Unit 1: Economics: choices and consequences
The study of economics involves a close examination of how a society organises itself to meet the needs and wants of its citizens. In Australia scarce resources are allocated primarily by the market mechanism. Students come to understand how the decisions made by individuals, firms, governments and other relevant groups affect what is produced, how it is produced and who receives the goods and services that are produced. By focusing on one or more markets, a closer examination can be made of the factors that influence the prices and allocation of resources and how economic decisions are made to solve economic problems as they evolve. Through an examination of market structure, students gain an appreciation of the importance of competition and how market power may affect the allocation of resources and the welfare and living standards of the general population.

Unit 2: Economic change: issues and challenges
The changing nature of Australia’s population will have an impact upon future rates of economic growth and living standards. With a large group of citizens approaching retirement age, the government faces challenges associated with balancing its budget and funding the healthcare needs of its population. Through a detailed examination of the factors that affect demographic makeup and change, students gain an appreciation of the potential challenges facing businesses wishing to expand, government budgeting and future living standards.

A low unemployment rate is seen as a priority for the federal government and there is a range of policy initiatives that are directed to the achievement of this goal. Students analyse the impacts of high unemployment on both society and the individual. They evaluate the effectiveness of government policies aimed at reducing unemployment and potential skills shortages, and the impact that these may have on future living standards.

Australia’s wealth depends, in part, upon the decisions made and the levels of economic activity in other countries. Through a close examination of Australia’s trading relationships, students come to appreciate the factors that influence Australia’s balance of payments and exchange rate. Increased volume of world trade, movement of capital and migration of people will all be examined in the context of how they affect living standards in Australia.
Economics Continued…

Unit 3: Economic activity
The Australian economy is a contemporary market capitalist economy. In such an economy, the principal means of allocating scarce resources is the price mechanism. Students examine the factors that affect the price and quantity traded in individual markets. Students investigate the importance of competition and analyse the degree of market power in different industries and how this affects the efficiency of resource allocation. Students also come to appreciate that markets will not always lead to the most efficient allocation of resources. Through an examination of market failure, students are able to explain situations where the market does not operate freely and discuss the role of government in the allocation of resources.

The federal government has a range of macroeconomic goals, which they monitor with appropriate statistical indicators. Some of these goals are explicitly stated while others are inherent in the actions that are taken. Students examine five key economic goals which may vary in importance from time to time and which are pushed for economic, political and social reasons. Through a detailed study of these goals and an examination of the trend in these goals over the last four years, students develop an understanding of the role that each goal plays in improving living standards.

Growth in Australia is dependent upon its international relationships. Students examine the role of trade with international households, businesses, governments and other groups, and the importance of international movement of capital for Australia’s living standards.

The benefits of economic growth are not always shared equally and the living standards of some may increase by more than others. Students examine the reasons for income inequality and the social costs and benefits, and the impact on living standards associated with inequity.

Unit 4: Economic management
The federal government attempts to influence the achievement of its economic goals using a range of policies. The government can influence the level of aggregate demand in the economy by relying upon its demand management policies. In recent years, the primary aggregate demand management tool has been monetary policy whereby the Reserve Bank of Australia alters the cost and availability of credit in the economy. Students learn how changes in interest rates will affect inflation, the rate of unemployment and the rate of economic growth. Students also develop an understanding of how the federal government alters the composition and magnitudes of its receipts and expenditure to influence directly and indirectly the components of aggregate demand. Budgetary policy may also be used to target or influence the achievement of external stability and equity in the distribution of income. The relationship between the two macroeconomic demand policies is analysed in terms of their impact upon domestic economic goals.

The government also aims to improve living standards through effective management of the supply side of the economy. The productive capacity of the economy needs to be expanded to meet growing demand. Students investigate how the government has utilised fiscal policy to influence aggregate supply directly in the economy. The role of microeconomic reform in promoting competition, efficiency and expanding the productive capacity is also evaluated in terms of its impact on domestic and international economic goals. Students apply the language, theories and tools of economics to develop a critical perspective about the role of aggregate demand and aggregate supply policies in the current government policy mix.

Entry
There are no prerequisites for Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.
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. The courses for VCE, ESL & VCAL students will have some slightly different variations.

Structure
The study is made up of 4 units.

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

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.

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.

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
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.
The Foundation English course is designed for students who may require a more vocationally orientated approach to English or may be aiming to directly enter the workforce upon completing their post-compulsory secondary studies. It may also be suited to students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English/ESL, VCE Literature, or VCE English Language Units 1–4 and in other VCE studies.

The study design draws on and strengthens the skills gained and the knowledge students have acquired about texts and language in the English domain of the Victorian Essential Learning Standards. It integrates speaking, listening, reading, viewing and writing across all areas of study to enhance students’ knowledge about the structures and functions of written and oral language. The course allows students to improve their skills in comprehending and responding to a variety of texts, and to enhance their communication skills.

**Structure**

The study is made up of two units:

**Unit 1:**
This area of study focuses on developing learning strategies and literacy skills. It describes the fundamental understandings and processes students need in order to read and write effectively and identifies learning strategies designed to enhance achievement in English.

**Unit 2:**
This area of study focuses on developing learning strategies and literacy skills. It describes the fundamental understandings and processes students need in order to read and write effectively and identifies learning strategies designed to enhance achievement in English.

**Entry**
There are no prerequisites for entry to Units 1 and 2.
Food and Technology

This study is designed to give students a greater understanding of food as a commodity and knowledge of food preparation and production from a small-scale perspective to mass production in industry. Students will develop skills in planning, preparation and evaluation of food products.

Structure
The study is made up of four units.

Unit 1
In this unit students study safe and hygienic food handling and storage practices and apply these principles in the preparation of hot, cold, sweet and savoury foods.

Unit 2
In this unit students investigate tools and equipment, including the latest technology and then apply this knowledge in processing, preparing, cooking and presenting a range of foods. Meal planning and preparation is also a focus of this unit.

Units 3 and 4
In these units students study food preparation and production on an industrial scale, exploring the development, analysis and marketing of food products. This includes the development of new and modified food products, and different methods of preparing and processing food. It will also study controls on food supply that influence the type of food available in Australia. There is a focus on the development of a design plan folio to meet a specific design brief.

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

Cost:
A condition of acceptance into this course is payment of a materials charge approx. $200.00—$250.00 due by Course Finalisation Day. Students provide own ingredients for SAT production. (Enrolment in this subject is not confirmed unless payment is received by this date. A receipt will need to be produced at the time of course finalisation.)
Geography

Geography is the study of where geographical features are located and why they are there, and what makes one place different from another, and how and why these differences matter. It looks at the interaction between human activities and natural processes, and develops understanding of the distribution of human and natural phenomena on or near the surface of the Earth from a spatial perspective.

The purpose of this study is to develop in students an ability to see meaning in the arrangement of natural and human phenomena in space; to see and understand the interrelationships between people, places and environments; and to use geographic skills and apply spatial perspectives to describe and interpret patterns on the surface of the Earth and the processes that created them.

This study investigates a diversity of themes, environments and places at different scales (local, regional, national, international and global) and in different contexts, particularly in Australia. It explores the patterns and processes of physical geography and their interaction with aspects of human geography. Geographers use a number of spatial concepts as tools to help them to investigate, interpret and explain these patterns. The spatial concepts provide a unique conceptual structure and framework of ideas for geographic investigations of phenomena.

This study design focuses on the following spatial concepts: location, scale, distance, distribution, region and movement, spatial change over time, spatial association and spatial interaction. These spatial concepts are all interconnected and to some degree overlap.

The study of Geography addresses the following questions: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? Should it be like this? What will it be like in the future?

Through studying Geography, students develop knowledge and skills that enable them to understand the complex interactions of their world from a spatial perspective. They learn to participate effectively as global citizens in the sustainable use and management of the world’s resources.

Structure

The study is made up of four units:

Unit 1: Natural environments
This unit investigates the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth’s surface. It investigates how the interactions between natural processes and human activities can also change natural environments.

The world’s physical environments are composed of four natural systems: atmosphere, biosphere, lithosphere, hydrosphere, which are fundamental to the operation of all interactions within the environment. There are few places in the world where only natural processes operate.

Human activities interact with natural processes, each affecting the other. The nature of change caused by the interaction between natural processes and human activities varies at a range of scales, over space and over time.

Unit 2: Human environments
This unit investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments. Rural and urban environments vary significantly from place to place and across a variety of scales. Rural and urban environments are significant because they are the locations where people live. Their presence creates settlements which vary in size and complexity from individual farm houses to small villages, regional towns, large metropolitan cities and mega cities.

Rural environments are those produced by human activities such as farming, forestry, tourism, mining, fishing and rural settlements. Urban environments are those produced by human activities created by housing, work and leisure pursuits. The nature of change in human environments varies across a range of scales over space and over time.

Rural and urban environments are dynamic. They can be changed in the long or short term by advances in technology, individual and organisational decisions, as well as by natural and human processes and events. Decisions that affect the management and the sustainability of rural and urban environments and the distribution of rural and urban activities are made by governments, organisations and individuals.
Students must investigate at least two human environments in each area of study. The environments selected for investigation may be the same in each area of study, but one of the environments must be a rural environment and one an urban environment; one must be from Australia and one must be from another country. Each environment selected for investigation must focus on human geography at two different scales. Decisions that affect the management and the sustainability of rural and urban environments, and the distribution of rural and urban activities are made by governments, organisations and individuals.

Unit 3: Regional resources
This unit investigates the characteristics of resources and the concept of region. A resource is anything which occurs naturally or is created by humans provided that people use it to satisfy a need or want. Resources found within regions mean different things to different people over place and time. A study of resources is about the processes and relationships operating in the past, in the present, and those which will operate in the future. Regions are areas of various scales that have characteristics and features that distinguish them from other areas according to the elements used to define them. The use and management of resources is dynamic and changes spatially over time in response to the interactions between human activities, natural processes and the legislative processes that humans put into place. Social, historical, environmental, economic and political factors can be used to predict and plan for future policies and strategies to ensure the sustainability of the available resources.

Governments and other organisations often use the concept of region for planning purposes when determining allocation of resources and development of policies. Although the process of globalisation is influencing the world at a rapid rate, a regional perspective may give identity and help to make sense of such processes.

The availability and utilisation of water resources influences settlement patterns, infrastructure development and decision making in many Australian regions. Problems of supply and debates about the water resources of rural and urban communities mirror processes that are happening elsewhere on the Earth. There are competing demands for water resources within and between regions at local, national and international scales.

Students must investigate a regional resource and a local resource in Australia. The regional resource will be water in the Murray-Darling Basin region. Students will use fieldwork to investigate a local resource.

Unit 4: Global perspectives
This unit investigates the geographic characteristics of global phenomena and responses to them. Global phenomena are major natural or human events, processes or activities. Such phenomena are distributed globally and possess the capacity to affect the globe or significant parts of the globe and require more than a local or national response.

Human population studies are significant to understanding the challenges facing our globalised world. Spatial variations in the distribution, composition and growth of human populations are related to the nature of places. A global perspective is a viewpoint or policy designed to guide future action by people or organisations to address the effects of global phenomena. Phenomena such as El Nino, migration, rapid communications technology, earthquake damage, genetically modified crops or globally changing patterns of investment and industrialisation, shared ocean and atmosphere resources, pandemics and other 'borderless' phenomena play important roles in shaping community, environments and landscape change.

Governments, organisations, groups and individuals respond to global phenomena in different ways. The type of response is affected by social, economic, historical and political considerations, resource access and distribution, and the nature and scale of the event or process. Policy developed to deal with a global phenomena and its effects results in the formation of a global perspective. This unit investigates the distribution patterns of selected global phenomena. It considers the causes, dimensions and impact of global changes and analyses policies and strategies, including those that promote sustainability, to enable a better world in the future.

Students must investigate two global phenomena in each area of study, one of which must be human population.

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

This study develops students' ability to understand and use a language which 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.

Structure

The study is made up of four units.

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, 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, 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 and 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 which reflect aspects of the language and culture of German-speaking communities.

Entry

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.
Health and Human Development

The study of Health and Human Development provides an opportunity for students to investigate health and human development issues across the lifespan. Students will develop the knowledge, attitudes, values and skills to become actively involved in shaping the influences that determine their own health and development, and the health of their local and global communities. The study also promotes the understanding that many factors, both inherited and environmental, play a major role in determining health and development; and that one of the most significant influences on health and development is nutrition. Promoting good nutrition enhances an individual's quality of life as well as his or her physical, social, emotional and intellectual development. In addition, it contributes to the social and economic wellbeing of society.

Structure: The study is made up of four units:

Unit 1: The health and development of Australia's youth
In this unit students develop an understanding of the concepts of health and individual human development. Students develop an understanding of the physical, social, emotional and intellectual changes associated with the developmental stage of youth. They interpret data on the health status of Australia’s youth and develop an understanding of how determinants influence youth health and individual human development. Students explore the importance of nutrition during this lifespan stage and explore the impact of particular health issues on health and individual human development. They develop an understanding of how determinants of health act as risk and/or protective factors in relation to selected health issues.

Unit 2: Individual human development and health issues
This unit focuses on the lifespan stages of childhood and adulthood. Students will explore the physical development that occurs from conception to late childhood, as well as the social, emotional and intellectual changes that occur from birth to late childhood. Students will investigate how biological and behavioural factors, physical environments and social environments, influence child health and development. Students will explore the physical, social, emotional and intellectual changes that occur during adulthood. They will investigate the health status of Australia’s adults, including the various determinants that have an impact on health and individual human development. In this unit students will identify a range of health issues that impact on Australia’s health system and investigate at least one health issue in detail. Students use statistical data to identify emerging trends and evaluate a range of views related to a selected health issue.

Unit 3: Australia’s health
In this unit students develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students use key health measures to compare health in Australia with other developed countries, and analyse how biological, behavioural and social determinants of health contribute to variations in health status.

Students will examine the development of the NHPAs (National Health Priority areas) and their relationship to burden of disease in Australia. They analyse initiatives designed to promote health relevant to the NHPAs, and come to understand that nutrition is an important factor for a number of the NHPAs. Students examine different models of health and health promotion. They investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives. Students examine the role of government and non-government organisations in providing programs and support for the promotion of healthy eating.

Unit 4: Global health and human development
In this unit students explore global health, human development and sustainability and their interdependencies. They identify similarities and differences in the health status between people living in developing countries and Australians, and analyse reasons for the differences. The role of the United Nations Millennium Development Goals is investigated in relation to achieving sustainable improvements in health status and human development. Students explore the role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development. Students consider strategies designed to promote health and sustainable human development globally, as well as Australia’s contribution to international health programs through AusAid and contributions to non-government organisations.

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

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.

The study of history draws links between the social/political institutions and language of contemporary society and its history. It sets accounts of the past within the framework of the values and interests of that time.

Structure

Unit 1: Twentieth Century History (1900-1945) Revolution, civil war and international conflict overshadowed the first fifty years of the twentieth century. This unit of work seeks to understand these themes and events and what influence they had on the twentieth century. These changes not only influenced politics, but culture, science, music, art and dance. This unit considers the way that societies responded to these changes and how they affected people’s lives.

Unit 2: Twentieth Century History (1945-2000) In 1945 the atomic bombs were dropped on the Japanese cities of Hiroshima and Nagasaki, the course of World History had changed forever. Since 1945 major events and themes have emerged, the formation (and collapse) of world superpowers, the creation of the United Nations, globalisation, environmentalism, civil unrest, entertainment and consumerism. This unit considers some of these major themes and events of post World War II history, and the ways in which individuals and communities responded to these developments in domestic and international settings.

Unit 3 & 4: Revolutions: Revolutions are about a societies attempt to break with the past in order to embark on a program of social and political transformation. Revolutions have a profound impact on the country in which they occur, and the wider international community. They involve destruction and construction, dispossession and liberation, they polarise societies and often unleash civil war. The study of revolutions analysis and considers the wide range of differing perspectives with regard to the revolution and its long term implications. Students will study two of the following four revolutions; American, French, Russian and Chinese.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. There is no restriction on the number of histories a student may take.
**Indonesian**  
*(Second Language)*

This study develops students' ability to understand and use the language of a country which is one of Australia's closest neighbours and is one of the most populous countries in the world.

The study of Indonesian promotes the strengthening of links between Australia and Indonesia, in particular in areas such as business, tourism and education. 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.

**Structure**

The study is made up of four units.

**Unit 1**

The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. This unit should allow the student to establish and maintain a spoken or written exchange, 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, 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 and 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 which reflect aspects of the language and culture of Indonesian-speaking communities.

**Entry**

Indonesian Second Language is designed for students who do not have an Indonesian background, that is students who have learnt all the Indonesian they know in an Australian school or similar environment. These students will, typically, have studied Indonesian 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 complete application forms giving details of their background in Indonesian, if they wish to enrol in this study. Students must also undertake Unit 3 prior to undertaking Unit 4.
Information & Communication Technology

VCE Information Technology focuses on the processing of data and the management of information and information systems.

The rapid pace of development in information and communications technology (ICT) is having a major influence on many aspects of society. Not only does ICT provide the capacity to change how tasks and activities are undertaken, but it also creates new opportunities in work, education, entertainment and society.

While it is important that students extend their use of ICT as a learning and personal tool, the study of VCE Information Technology encompasses information systems and how people interact with information technology to create structured information and to connect with others to exchange information. It also focuses on how the needs of individuals, organisations, communities and society are met through the combination of ICT and meaningful information. VCE Information Technology equips students with appropriate knowledge and skills to use ICT responsibly and to make informed personal and workplace choices about developments in this exciting field.

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

Unit 2: IT pathways
This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users’ needs. Students analyse data from large repositories and manipulate selected data to create visualisations. Students develop skills in using programming or scripting language software and they investigate careers that involve the use of these skills. Working in teams is an important and effective strategy for solving information problems. This strategy is applied in Unit 2 as students solve problems for clients in the community.

During Units 1 and 2, students create information solutions including; dynamic online advertisements, database management systems, websites, games and mobile phone applications.

Unit 3: IT applications
The focus of Unit 3 is the World Wide Web and how it supports the information needs of individuals, communities and organisations. Students investigate the design and technical underpinnings of different types of websites that support the varying needs of online communities. Students use web authoring software to create prototype websites for particular online communities, taking into account both technical and non-technical constraints.

Students also focus on the use of a relational database management system (RDBMS). Students examine techniques used by organisations to acquire data via websites and consider the relationship between how the data is acquired and the structure of an RDBMS. At the practical level, students acquire and apply knowledge and skills in the use of an RDBMS and web design.
Information & Communication Technology continued...

Unit 4: IT applications
In this unit students focus on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information. Using either a relational database management system (RDBMS) or spreadsheet software, students create solutions to information problems. In addition, students use web authoring or multimedia authoring software to produce onscreen user documentation. When creating solutions to ongoing information problems, students apply all stages of the problem-solving methodology. Students explore how organisations manage the storage, communication and disposal of data and information in order to minimise threats to the integrity and security of data and information, and to optimise efficient information handling.

During Units 3 and 4, students create information solutions including database management systems, websites, network topologies and user documentation, further building on the skills acquired in Units 1 and 2.

Entry
No prerequisites of entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Cost:
ICT: 1,2,3 & 4 : A condition of acceptance into this course is payment of a materials charge of approx. $25.00 due by Course Finalisation Day.
Legal Studies

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society.

Legal Studies examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens.

Students develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies. They investigate the workings of the Australian legal system and undertake comparisons with international structures and procedures. Students are encouraged to question these systems and develop informed judgments about their effectiveness, as well as consider reforms to the law and the legal system.

Legal Studies also focuses on the development of skills. Students develop an ability to identify, collect and process information from a range of sources and engage in its interpretation and analysis. Skills for independent inquiry, critical thinking and legal reasoning to solve legal problems are also fostered. Students are required to apply legal reasoning and decision-making to contemporary cases and issues. They engage in analysis and evaluation of existing legal processes and form opinions about the operation of the legal system.

**Structure**

The structure is made up of four units:

**Unit 1: Criminal law in action**

The law influences all aspects of society – at home, at work and in the wider community. Laws are used by society to preserve social cohesion, and to ensure the protection of people from harm and from the infringement of their rights. These laws can be grouped according to their source and whether they are criminal or civil in nature. Following an overview of the law in general, this unit focuses on criminal law.

Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria.

Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases. They explore the main features and operations of criminal courts and consider the effectiveness of the criminal justice system in achieving justice.

**Unit 2: Issues in Civil law**

The civil law regulates the rights and responsibilities that exist between individuals, groups and organisations. If legal rights have been infringed, the aggrieved party may pursue legal action through the court system, through a tribunal, or by using one of the methods of dispute resolution.

Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals.

The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies. Students examine these methods of dispute resolution and evaluate their effectiveness.

Individuals can influence a change in the law by taking a case to court. Students focus on cases that have had a broader impact on the legal system and on the rights of individuals. Students develop an appreciation of the role played by such cases and undertake an analysis of relevant legal issues.
Legal Studies continued ..

Unit 3: Law-making

In this unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society.

Students develop an appreciation of the complex nature of law-making by investigating the key features and operation of parliament, and influences on law-making, with a focus on the role of the individual.

Central to the investigation of law-making is the role played by the Commonwealth Constitution. Students develop an understanding of the importance of the Constitution in their lives and on society as a whole, and undertake a comparative analysis with another country. They learn of the importance of the role played by the High Court of Australia in interpreting and enforcing the Constitution, and ensuring that parliaments do not act outside their areas of power nor infringe protected rights.

Students investigate the nature and importance of courts as law-makers and undertake an evaluation of their effectiveness as law-making bodies. They also investigate the relationships that exist between parliaments and courts.

Throughout this unit, students examine relevant cases to support their learning and apply legal principles to these cases.

Unit 4: Resolution and justice

The legal system provides mechanisms by which legal disputes of both a criminal and a civil nature can be resolved in a fair and just manner. Dispute resolution bodies such as courts and tribunals employ a range of means and processes that enable the resolution of legal disputes.

Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could further improve its effective operation.

Throughout this unit, students examine current or recent cases to support their learning, and apply legal principles to these illustrative cases.

Entry

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

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 and economic context in which the text was produced, and the experience of life and of literature that the reader brings to the text.

Structure

The study is made up of 4 units.

Unit 1
This unit enables students to develop effective reading strategies, to examine the ideas and views of life which 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.

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.

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 texts use of language and literary devices? What does the texts 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.
Mathematics

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 includes abstracting, providing, applying, investigating, modelling and problem solving. This study is designed to provide access to worthwhile and challenging mathematical learning in a way which 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.

Technology in Mathematics:
The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout each unit and course. This will include the use of some of the following technologies for various areas of study or topics: graphics calculators, spreadsheets, graphing packages, dynamic geometry systems, statistical analysis systems, and computer algebra systems. In particular, students are encouraged to use graphics calculators, spreadsheets or statistical software for probability and statistics related areas of study, and graphics calculators, dynamic geometry systems, graphing packages or computer algebra systems in the remaining areas of study. Technology will be used in both the learning of new material and the application of this material in a variety of different contexts.

Structure
The study is made up of the following units:

Year 11 Subjects:
- Foundation Mathematics Unit 1 and 2
- General Mathematics Units 1 and 2
- Mathematical Methods CAS Units 1 and 2
- General Specialist Mathematics Units 1 and 2.

Year 12 Subjects:
- Further Mathematics Units 3 and 4
- Mathematical Methods CAS Units 3 and 4
- Specialist Mathematics Unit 3 and 4.
Foundation Mathematics

Units 1 and 2:
Foundation mathematics provides for the continuing mathematical development of students entering VCE needing mathematical skills to support their other VCE subjects including VET studies.

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 and Data” and “Measurement and Design”.

Entry requirements:
There are no prerequisites for entry to Foundation Mathematics Units 1 and 2.

Pathway:
Foundation Mathematics does not lead on to Mathematics at Year 12.

General Mathematics

Units 1 and 2:
General Mathematics provides courses for diverse groups of students and may be implemented in a number of ways. The areas of study are “Arithmetic”, “Data Analysis and Simulation”, “Algebra”, “Graphs of Linear and Non-Linear relations”, “Decision and Business Mathematics” and “Geometry and Trigonometry”.

Entry requirements:
Students wishing to enroll in General Mathematics must have achieved an average “C” result (ie. VELS “At the standard”) in Year 10 Mathematics and have well developed mathematical skills.

Pathway:
General Mathematics may lead on to Further Mathematics at Year 12 or students may choose not to pursue mathematics at Year 12.

Mathematical Methods CAS

Units 1 and 2:
These units are designed in particular as preparation for Mathematical Methods CAS Units 3 and 4. The areas of study for Units 1 and 2 are “Functions and Graphs”, “Algebra”, “Rates of Change and Calculus” and “Probability”. The appropriate use of CAS technology is incorporated throughout each unit. Students are required to have a CASIO Classpad 330 calculator.

Entry requirements:
Enter to this subject is based on demonstrated performance. Students who wish to enroll in Mathematical Methods must have achieved a “C” result or higher (ie. VELS “At the standard”) in Year 10 Mathematics.

Students will also be required to sit and achieve a satisfactory score on a special ability assessment test to ensure they have the necessary prerequisite knowledge and skills.

Pathway:
Students who pass Mathematical Methods Units 1 and 2 may consider Further Mathematics at Year 12. Students who perform well may consider Mathematical Methods at Year 12.
General-Specialist Mathematics

Units 1 and 2:
The areas of study are “Arithmetic”, “Algebra”, “Graphs of Linear and Non-Linear relations”, and “Geometry and Trigonometry”.

Entry requirements:
Only students who are enrolled in Mathematical Methods and who have performed at a very high level in Year 10 should consider this subject.

Pathway:
General Specialist Mathematics students are likely to go on to Specialist Mathematics at Year 12 and be considering tertiary studies requiring mathematics and related subjects. Students are strongly encouraged to check prerequisites for entrance to tertiary courses.
Further Mathematics

Units 3 and 4:
Further Mathematics consists of a compulsory area of study “Data analysis” and then a selection of three from five modules in the “Applications” area of study.

· Number patterns and applications
· Geometry and trigonometry
· Graphs and relations
· Business related mathematics
· Networks and decision mathematics.

Entry requirements:
Students attempting Further Mathematics must have satisfactorily completed all three outcomes in General Mathematics Units 1 and 2 or Mathematical Methods 1 and 2.

Mathematical Methods CAS

Units 3 and 4:
Mathematical Methods Unit 3 and 4 consists of the following areas of study: “Functions and Graphs”, “Calculus”, “Algebra” and “Probability” which must be covered in a progression from Unit 3 to Unit 4 with an appropriate selection of content for each of Unit 3 and Unit 4. The appropriate use of CAS technology is incorporated in each unit.

Entry requirements:
Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study. Students wishing to study Units 3 and 4 in Mathematical Methods must have successfully completed this subject at Year 11 and achieved a standard of “C” or higher.

Specialist Mathematics

Units 3 and 4:
Specialist Mathematics consists of the following areas of study: “Coordinate geometry”, “Circular (trigonometric) functions”, “Algebra”, “Calculus”, “Vectors in two and three dimensions”, “Kinematics” and “Mechanics”. The development of course content should highlight mathematical structure and proof. All of this material must be covered in a progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Units 3 and 4.

Entry
Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3 and 4. It is also strongly recommended that students complete Units 1 and 2 of General Specialist Mathematics in Year 11.
Media

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 which 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.

Structure
The study is made up of four units:

Unit 1
The main purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. Students also develop practical and analytical skills in a study of the production of media products using photography and video.

Unit 2
The main purpose of this unit is to enable students to develop an awareness of the specialist production stages and roles within the collaborative organisation of media production in photography and video. Students develop practical skills and analyse issues concerning the media production process.

Unit 3
The main purpose of this unit is to enable 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.

Unit 4
The main purpose of this unit is to enable students to further develop practical skills in the production of media products and to realise a production design. Students also develop an awareness of the role of social values in the construction of media texts and analyse issues raised about the role and influence of the media.

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

Cost:
A condition of acceptance into this course is payment of a materials charge of approx. $85.00 (Units 1&2) and approx. $85.00 (Units 3&4) due by Course Finalisation Day. Enrolment in this subject is not confirmed unless payment is received by this date. A receipt will need to be produced at the time of course finalisation.
Music Performance

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.

Structure

The study is made up as follows:

Unit 1
This unit focuses on achieving accuracy and flexibility in music performance. Students will present a solo and a group performance, devise technical work to increase their proficiency and either improvise or perform previously unseen music. Melodies, rhythms, chords and intervals will be notated.

Unit 2
This unit further develops skills in solo and group contexts. It focuses on analysis of music and extends students’ ability to recognize chords, scales and intervals and notate music as it is played.

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. A recommendation by the current Music teacher for entry into Units 3 & 4 will be required.

Cost:
Music Units 1,2,3 & 4: A condition of acceptance into this course is payment of a materials charge of approx. $25.00 due by Course Finalisation Day.
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 which enable students to understand how human-nature relationships have been constructed.

Structure
The study is made up of four units.

Unit 1: Understanding Outdoor Experiences
This unit focuses on students’ outdoor experiences to investigate motivations for, and responses to, nature and outdoor experiences. Students are introduced to a cultural perspective on the ways humans relate to nature. They will evaluate how media portrayals of nature and risk can influence their personal responses to the natural environment. Students will explore the relationship between humans and nature through direct experiences of different natural environments. They will describe the effect of technology on an individual’s experiences and its influence on how humans understand nature.

Practical: 4 day bushwalk camp; Trangia cooking session

Unit 2: Environmental Impacts
Students investigate different types of environments and the interrelationships between components within them. They will undertake case studies of natural environments so they can observe and experience how changes to nature affect people. Students will identify human activities undertaken in the natural environment and their impacts on those environments. They will investigate individual and group responsibilities for activities in natural environments, including codes of conduct for recreational activities and other procedures and practices for minimising and managing human impacts on nature.

Practical: 3 day rock climb camp; Afternoon rock climb basics excursion

Unit 3: Relationships with natural environments
Students investigate a range of interactions and relationships with, and perceptions of, natural environments, beginning with indigenous cultures. Through an investigation of key examples, the role of environmental movements in changing human relationships with Australian environments is analysed. Students will examine a number of ways the Australian environment is perceived, the dynamic nature of relationships between humans and their environment, and the factors involved in shaping these relationships. Students investigate a range of patterns and types of interactions with natural environments. They consider the roles of technology and commercialisation in mediating human relationships with natural environments and society’s responses to risk taking in natural environments.

Practical: 4 day canoe camp; Afternoon canoe basics excursion

Unit 4: The future of human-nature interactions
This unit explores the contemporary state of environments in Australia and the importance of natural environments to individuals and society. The current and potential impact of damage to natural environments on both individuals and society should be considered. Students focus on the sustainability of environments in order to support the future needs of ecosystems, individuals and society, and the skills needed to be an environmentally responsible citizen. Students investigate case studies of conflicts of interest between people involved in uses of natural environments, and develop a clear understanding of the methods and processes commonly used in attempts to resolve these conflicts.

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

Cost:
Outdoor & Environmental Studies 1 - 4: A condition of acceptance into this course is payment of a materials charge of approx. $760 (with possible additional charges) due by Course Finalisation Day. Enrolment in this subject is not confirmed unless payment is received by this date. A receipt will need to be produced at the time of course finalisation.

NOTE: There is a new study design to be introduced in 2011. It is envisaged that there will be minor changes to the course content.
Physical Education

Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. Theory and practice are integrated in this study which is approached through both the study of, and participation in, physical activity.

The study prepares students for such fields as human movement, nursing or physiotherapy, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits.

Structure
The study is made up of four units:

Unit 1: Bodies in Motion
This unit looks at how the body systems work together to produce movement and analyses this motion using biomechanical principles. Through practical activities students explore the relationship between the body systems and physical activity. Students are introduced to the functioning of the body's energy systems and the characteristics of their pathways.

Unit 2: Sports Coaching and Physically Active Lifestyles
This unit explores a range of coaching practices and their contribution to the effective coaching and improved performance of an athlete. Students are also introduced to physical activity and the role it plays in the health and wellbeing of the population.

Unit 3: Physical Activity Participation and Physiological Performance
This unit introduces students to an understanding of physical activity from a physiological perspective. In particular, the contribution of energy systems to performance in physical activity is explored, as well as the health benefits to be gained from participation in regular physical activity.

Unit 4: Enhancing physical performance
This unit studies improvements in physical performance, in particular fitness. Students learn to accurately assess the particular energy and fitness needs of the sport or activity for which the athlete is training, through analysis of data collected from a game or activity.

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

NOTE: There is a new study design to be introduced in 2011. It is envisaged that there will be minor changes to the course content.
Physics

Physics is responsible for the development of electronics, robotics, laser technology and astronomy including rockets & space exploration. Without Physics and people who study and use it, there would be no modern technological devices that we take for granted in the world we live in – everything from electricity & TV to iPods & mobile phones.

Physics contributes to our understanding of the Universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. This understanding has significance for the way we understand our place in the Universe.

Physics includes the use of theories and models, investigation of hypotheses, collection and analysis of data, drawing conclusions, and selection and use of a range of appropriate technologies and mathematical techniques.

Physics theories developed as a result of studying the ways that matter interacts with matter, and the ways that light and matter mutually interact, have lead to innovations in medicine, electronics, energy use, telecommunications and materials science.

This study design provides a curriculum that is interesting and challenging for students, including students who are aiming for medical, engineering, technological and science-based careers.

Structure
The study is made up of four units. Each contains two core components & a Detailed Study.

Unit 1
In this unit, the properties and uses of radioactivity and nuclear energy are studied with reference to their use in nuclear medicine and the production of nuclear power. Students also learn basic electricity concepts including voltage, current, resistance and power through a study of DC circuits, including electrical safety. An exploration of Astronomy (Detailed Study) including the properties of stars and other astronomical objects in the Universe is also undertaken.

Unit 2
In this unit, students investigate aspects of movement including speed, velocity, acceleration, forces, energy, impulse and momentum through a study of moving objects in everyday contexts. They examine the wavelike properties of light such as reflection, refraction and dispersion and applications in real life including mirrors, lenses, colours of objects and other optical phenomena. They also study the principles of Flight (Detailed Study) and design, carry out & report on an experimental investigation related to flight.

Unit 3
This unit applies concepts of motion in two dimensions to motion & gravity on Earth and in space (satellite technology & bodies in the solar system & universe). It also includes a study of electronics and photonics (the science of using light to manipulate information). “Materials & their use in Structures” (Detailed Study) allows students to investigate the properties and behaviours of structures including carrying out a practical investigation and analysing experimental data.

Unit 4
This unit applies concepts of electricity & magnetism to a study of how electricity is generated and transmitted for use by society. It also includes a study of the particle & wavelike properties of light and how our scientific ideas about light & matter have developed over time. Students also investigate properties of Sound (Detailed Study) as applied to musical instruments, loudspeakers & microphones, acoustics & sound reproduction.

Entry
There are no prerequisites for entry to Units 1, 2 and 3, although students are advised to take Unit 2 before Unit 3. Students who enter the study at Unit 3 should be willing to undertake some preparation as specified by their teacher. 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.

Cost:
Physics Units 1 - 4: A condition of acceptance into this course is payment of a materials charge of $25.00 (for trial exam papers) due by Course Finalisation Day. Enrolment in this subject is not confirmed unless payment is received by this date. A receipt will need to be produced at the time of course finalisation.
Political Studies

The study includes the development of a conceptual framework within which students develop an understanding of the exercise of national and international political power. Consideration is given to the values and motivations that drive the exercise of political power, and the ways in which this power can benefit or undermine the welfare of individuals, groups and states.

Students will develop the knowledge and skills to identify the influences and events that shape national and international relationships. They investigate and analyse information from a range of sources, to clarify and inform their conclusions about issues which affect their lives, and which have ramifications for the lives of future generations. The study of International Politics prepares students for further formal study at tertiary level or in vocational education and training settings, as well as broadens students’ knowledge of, and ability to participate in, key global issues.

Structure

The study is made up of four units:

Unit 1: Politics, power and people

This unit introduces students to the study of politics by considering key concepts and ideas including representation, citizenship, power and democracy. Students analyse the exercise of political power by comparing a democratic with a non-democratic system.

Students consider the ideologies that underpin political structures and interactions, and the ways in which ideologies affect the exercise of political power. Students also consider the nature and context of leadership through the study of a significant post-World War II political leader.

Unit 2: The global picture

This unit focuses on the nature of contemporary international relations and the events that shaped them. Students develop an understanding of key terms and concepts, and consider factors which influence international relationships and the role of states. Students also investigate the way a selected state (or group of states) is able to exercise power internationally and a contemporary international conflict or area of instability.

Units 3 and 4: National Politics

Students examine the nature of the Australian and United States systems and the key domestic and foreign policy issues and challenges facing them.

Unit 3 of National politics considers Australia’s ‘Westminster’ system of government with its influences from both the United Kingdom’s and the United States’ systems of government. Students undertake a comparative study of the political systems of Australia and the United States. This study provides a context for consideration of aspects of the Australian system that could be reformed to better fulfil democratic values.

Unit 4 of National politics considers influences on Australian domestic and foreign policy making and implementation, and the contemporary challenges of policy making. Students investigate an Australian domestic policy issue and the way it is presented by the media. Students also consider the key elements of Australia's foreign policy and factors that affect its formulation and implementation.

Entry

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

Psychology is the study of the nature and development of mind and behaviour in both humans and animals, including the biological structures and processes that underpin and sustain both. Students can develop an understanding of themselves and their relationships with others and their society through the study of psychology.

Psychology includes the study of human behaviour from biological, cognitive and social perspectives. A variety of thinking and research approaches used in psychology are introduced, with students applying principles of scientific research to their own investigations. Students relate inferences to current models and theories, recognising the contribution to psychology of earlier models and theories.

Structure
The study is made up of four units.

Unit 1
This unit introduces students to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students learn about the influence on human behaviour from biological, behavioural, cognitive and socio-cultural perspectives. They look at how psychological theories can help predict and explain the human mind, and behaviours associated with particular stages of development over a lifespan.

Unit 2:
This unit investigates differences between people, the development of individual behaviour, and the biological bases for behaviour with an emphasis on research methods in psychology. It considers how attitudes are formed and changed, and discusses the factors that affect the behaviour of individuals and groups. Students will also compare different theories of intelligence and personality, and analyse different methodologies used in the measurement of these.

Unit 3:
This unit is concerned with the relationship between the brain, states of consciousness including sleep, and behaviour, and the contribution of selected studies and brain research methods to the investigation of brain function.

Unit 4:
This unit examines the neural basis of learning. Students will compare and contrast different theories of learning and their applications. They will also differentiate between mental health and mental illness, and explain the causes and management of stress, simple phobias and a selected mental disorder.

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

Cost:
Psychology Units 1 - 4: A condition of acceptance into this course is payment of a materials charge of $25.00 due by Course Finalisation Day. Enrolment in this subject is not confirmed unless payment is received by this date. A receipt will need to be produced at the time of course finalisation.
Studio Art

Studio Art provides a framework for the establishment of effective art practices through an understanding and application of the process of design. The design process enables students to explore ideas and sources of inspiration, experiment with materials and techniques and practice specialised skills in a range of art forms. Students generate a range of directions and potential solutions and analyse and evaluate them before producing artworks. The theoretical component of the study informs students’ practice through an investigation of selected artworks, an examination of artists’ working methods and a study of professional practices and art industry issues.

Structure
The study is made up of four units:

Unit 1: Artistic inspiration and techniques
The focus of this unit is the use of sources of inspiration and ideas as the bases for artworks 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.

Unit 2: Design exploration and concepts
The focus of this unit is to establish and use an effective design methodology for the production of design explorations and artworks. Students also develop skills in the analysis of artworks to understand how aesthetic qualities are created, ideas communicated and identifiable styles developed.

Unit 3: Studio production and professional art practices
The focus of this unit is the implementation of a design process leading to the production of a range of potential solutions. An exploration proposal is initially prepared to set out the framework for the design process. Students also examine professional art practices in relation to particular art form(s) and the development of distinctive styles in artworks.

Unit 4: Studio production and art industry contexts
The focus of this unit is to produce a cohesive folio of finished art works developed from potential solutions generated in Unit 3. Visual and written documentation explaining how the potential solutions will be used to produce the folio of artworks is also prepared. Students also examine the presentation of artworks and current art industry issues, with reference to the exhibition, 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.

Cost:
Studio Art Units 1,- 4 : A condition of acceptance into this course is payment of a materials charge of approx. $85.00 due by Course Finalisation Day. Enrolment in this subject is not confirmed unless payment is received by this date. A receipt will need to be produced at the time of course finalisation.
Visual Communication and Design

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

Structure
The study is made up of four units:

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 also experiment and explore the application of design elements and principles in the preparation of solutions to suit specific purposes. Students study how the design process is applied in the production of visual communications.

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 are also explored through the analysis of the work of others. The design process is applied in developing visual communication solutions to set tasks.

Unit 3: Visual communication practices
The main purpose of this unit is to enable students to produce visual communications through the application of the design process to satisfy specific communication needs. Students also study the production of visual communications in a professional setting, and evaluate examples of visual communications.

Unit 4: Designing to a brief
The main purpose of this unit is to enable students to prepare one brief that defines the need or needs of a client. Students apply the design process to produce developmental work and two final presentations based on the brief.

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

Cost:
A condition of acceptance into this course is payment of a materials charge of approx. $85.00 due by Course Finalisation Day. Enrolment in this subject is not confirmed unless payment is received by this date. A receipt will need to be produced at the time of course finalisation.
Vocational Education and Training (VET)

Vocational Education and Training (VET) in the VCE program combines general VCE studies with vocational training and experience in the workplace. Mount Eliza Secondary College offers senior secondary students programs selected from the range of industry areas approved by the VCAA.

Recognition
All programs are delivered through Registered Training Organisations (RTO). Students are issued with a certificate at either Certificate 1, 11 or 111 level.

VCE VET programs are included in the VCE and therefore offer credit at Unit 1–2 and 3–4 levels. Not all VCE VET programs contain a 3–4 sequence for recognition purposes. This information is noted in the description of each program.

Some VCE VET programs now have access to a Study Score and are equal in all respects to any other VCE program. Programs that have a Study Score component have either a 90 minute written exam or a performance exam at the end of the year.

All VET programs with a Unit 3 - 4 sequence contribute towards the ATAR as follows:
- For programs with Scored Assessment, a Study Score.
- For programs without Scored Assessment, an increment based on 10% of the average of their primary four Study Scores.

Employers
VCE VET programs are held in high regard by employers and are supported by Industry Training Boards who work closely with employers to determine the training needs of the industry. Many students who have completed their VET certificate have gained apprenticeships or have proceeded to tertiary studies where they have received credit for the competencies that they have achieved.

Structured Workplace Learning (SWL)
SWL is a valuable, strongly recommended element of most VCE VET programs. Placements are usually of one or two week duration and some assistance with placements is provided by the Peninsula Vocational Education and Training (PVET) consultants. Students should be prepared to complete their SWL during some of the school holidays.

Important Note
VET programs are delivered on a competency basis. A competency may be delivered in one session. If students miss a session this can have serious consequences as Certificates can only be awarded where all competencies have been gained. If students miss the delivery of a competency they may not receive a Statement of Achievement. This may have an adverse effect on their ability to pass a Unit in their VCE or VCAL program.

Students must be prepared to make VET a priority, this includes over any sport or other activities that may have an impact on attendance. To participate in VET programs, students must be 15 years of age prior to 1st January 2011.

Cost:
The cost of Vocational Education and Training Courses (VET) offered at Mount Eliza Secondary College is subsidised by the DEECD funds provided to the College for running VET courses; some program costs are covered by Mount Eliza Secondary College. The balance of the cost of enrolling in these courses is the responsibility of parents/guardians. Confirmed program costs were not available at the time of printing, however the table below can be used as a guide and costs will be confirmed later in the year when all applicants will be sent a letter outlining details and costs of the VET program they have applied for.
A condition of acceptance into any VET program is payment of the parent contribution charge. A non-refundable deposit of $250.00 is due by 7th October 2010. Final payment is to be made on course finalisation day to confirm placement, otherwise an alternative program will need to be discussed with relevant counsellors. Places are limited and will be awarded on a first come basis, a waiting list will be kept.

Late enrolments may be accepted if places are available. Full payment will be required before enrolment is confirmed – course finalisation day.

### VET PROGRAM APPROXIMATE COSTS

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<th>BAND 1</th>
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<td>FROM $400+</td>
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<td>Agriculture</td>
<td>Acting</td>
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<td>Applied Fashion Design (Year 2)</td>
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<td>Automotive Technology</td>
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**SCHOOL BASED APPRENTICESHIP & TRAINEESHIP (SBAT)**

A School Based Apprenticeship & Traineeship (SBATs) allows you to work as a paid part time trainee or apprentice whilst completing your secondary education at school. The program offers you a chance to get a head start in the industry you choose whilst completing the last two or three years of your education. In many instances, it means that you attend school for 4 days a week and employment for another day.

For further information you must see Mrs Deborah Batt, Student Pathways Coordinator.
VCE (VET)

ACTING FOR STAGE AND SCREEN - CERTIFICATE IV

VCE VET Units 3&4 sequence  10% increment available for contribution towards the ATAR.

Interested in the acting and entertainment industry for stage and screen? This program incorporates modules from the Certificate IV in Acting for Stage and Screen. This is a great course if you are unsure which creative field you wish to ATAR, or if you would like to enhance your knowledge and audition material towards a specific course.

Employment Opportunities
Dancer, entertainer, Film, Stage and Television Director, Media Presenter, Musician, Singer etc.

Special Requirements
Enrolments are for Year 12 students only.
Units 1 & 2 do not need to be completed in order to enrol into this program.
Interview with trainer or audition to discuss course requirements.

Work Placement
Students will gain industry exposure through industry tours and guest speaker opportunities.

Sample Program Outline
- Develop basic movement skills for performance
- Perform with basic screen acting technique
- Apply basic voice skills in short performance
- Perform with extended screen acting technique
- Improvise a basic acting sequence

RTO
The Australian National Memorial Theatre Ltd.

Day / Time / Venue
Sandringham College – Holloway Road, Sandringham
Wednesday 1.00pm – 5.00 pm
VCE (VET)

AGRICULTURE – CERTIFICATE II

Program
Provides students with the knowledge and skills to achieve competencies that will enhance their employment prospects in the agricultural industry.

The course includes the following core units of competency:
- Observe environmental work practices
- Work effectively in the industry
- Participate in workplace communication
- Apply chemicals under supervision
- Follow OHS procedures

A sample of other units may include:
- Install, maintain and repair fencing
- Monitor water supplies
- Care for health and welfare of livestock
- Handle livestock using basic techniques
- Provide first aid

Structured Workplace Learning (SWL)
Structured workplace learning is an important part of any VETiS program and provides:
- Enhancement of skills
- Practical application of industry knowledge
- Increased employment opportunities

Contribution to the VCE
On completion of this program, students are eligible for 3 VCE/VET units at Unit 1 / 2 level and 2 VCE/VET units at Unit 3 / 4 level.

The contribution to the ATAR is as follows:
- Any contribution to the ATAR is subject to satisfactory completion of the Unit 3 / 4 sequence
- Students who successfully complete the unit 3 / 4 sequence will receive one ATAR increment. This is calculated as 10% of the average of the scaled scores of the student’s primary four VCE studies.
- A study score is not yet available for this program.

Contribution to the VCAL
The contribution of the Certificate II in Agriculture to a student’s VCAL program is determined by the number of units of competence completed. This program will satisfy learning outcomes for the Industry Specific and Work Related Skills strands.
VCE (VET)

ALLIED HEALTH - CERTIFICATE IV (ALLIED HEALTH ASSISTANT)

This qualification covers workers who provide assistance to allied health professional staff; and common occupational titles include therapy assistant, occupational therapy aide, physiotherapy aide, speech pathology aide, nutrition assistant or allied health assistant. This qualification is suited to Apprenticeships pathways. This qualification covers workers who provide support to allied health professionals such as physiotherapists, occupational therapists and speech pathologists.

This qualification is suitable for anyone interested in developing skills for working in the health industry. No prior experience is required. This training program ensures you develop the required knowledge, skills and attitudes to:

- perform relevant allied health interventions under the guidance of an allied health professional;
- provide care and comfort for individuals receiving allied health treatments;
- apply standard precautions to control cross-infection and safely dispose of infectious waste;
- complete and interpret documents relating to the services undertaken by allied health assistants;
- provide effective services when dealing with internal and external customers and clients.

Units 1-4 sequence.
This program does not provide a Scored Assessment but does provide for one Unit 3 and 4 sequence counting as a year 12 subject. Credit recognition is through Block-credit where and increment of 10% of the average of your best four studies is calculated and added to your ATAR.

Training and Employment Outcomes
Allied Health assistants work in a variety of health care settings including acute care hospitals, rehabilitation hospitals and centre's, aged care facilities, and community and primary health care settings. They may also be employed within schools that are involved in the delivery of programs for children with special needs. Work assisting physiotherapist or occupational therapist in hospitals or home and community care, aged care, disability services.

Successful completion offers students a guaranteed place in the Diploma Allied Health Assistance at RMIT.
VCE (VET)

APPLIED FASHION DESIGN AND TECHNOLOGY CLOTHING PRODUCTS

-CERTIFICATE III

Units 1-4 sequence. 10% increment available for contribution towards the ATAR.

Program
The main focus of this program is the design and sewing of clothing products.

Training and Employment Outcomes
The program aims to provide students with the knowledge and skills to achieve competencies that will enhance their employment prospects in the clothing or clothing related industries.

Special Requirements
There is a component of 40 hours SWL
VCE (VET)

AUTOMOTIVE TECHNOLOGY
-CERTIFICATE II

Units 1-4 sequence. 10% increment available for contribution towards the ATAR.

This program in Automotive Technology Studies is a pre-apprenticeship program designed to meet the need of students wishing to pursue a career in the automotive industry through an apprenticeship or higher education. On completion of the Certificate II in Automotive Technology Studies students will receive credit into qualifications within AUR99 Automotive Industry Retail, Service and Repair Training Packages.

Training and Employment Outcomes
Entry qualifications to the following automotive trades:
  - Light vehicles
  - Heavy vehicles
  - Parts interpreting (Spare Parts)
  - Outdoor Power Equipment
  - Panel Beating
  - Spray Painting

Program
Electives can include:
  - Service petrol fuel systems
  - Carry out vehicle detailing

Special Requirements
  - Full overalls
  - Work boots
VCE (VET)

BEAUTY SERVICES
-CERTIFICATE III

This course does NOT contribute to the ATAR.

Program
This certificate will prepare students for work in the Beauty Industry covering a full range of services including: Manicures; Pedicure; Waxing; Makeup; Eyelash tinting; Ear Piercing; Acrylic/gel nails.

There will be a Compulsory Information Session in the Elly Lukas Training Room at Dromana Secondary College in September.

The program is offered on one full day per week and students interested need to explore how this will fit into their VCE or VCAL program. It also involves a large work placement component.
VCE (VET)

BUILDING & CONSTRUCTION - CERTIFICATE II

Units 1-4 sequence. 10% increment available for contribution towards the ATAR.

NOTE: This program provides partial completion of 21393VIC, Certificate II in Building & Construction. Upon completion of the VCE VET program, students would have achieved approximately two-thirds of the pre-apprenticeship certificate, comprising the certificate core and some stream specific modules. Students wishing to complete the entire pre-apprenticeship certificate will need to undertake modules beyond the requirements of the VCE VET program.

Training and Employment Outcomes

Upon completion of the VCE VET program, students may need to complete the remaining third of the Certificate II in Building & Construction pre-apprenticeship before proceeding to the appropriate apprenticeship qualification. Career paths within the Construction Industry include:
- Building site administration
- Foremanship
- Estimation
- Drafting (architectural)
- Tertiary pathways – degree qualifications include:
  - Building
  - Building Engineering
  - Building Surveying and Quantity Surveying
  - Architecture

Program

Modules include:
- Leveling; Safe handling of power tools;
- Introduction to scaffolding;
- Carpentry hand tools; Building structures;
- Floor and wall framing; Roof framing
- External cladding

Special Requirements

- Overalls
- Appropriate footwear – steel capped boots, Blundstones

Students are required to undertake 40 hours SWL.
VCE (VET)

COMMUNITY RECREATION - CERTIFICATE 1

With selected units from Certificate III

Units 1-4: A study score is available for this program.

This two year program in Community Recreation is designed to introduce the student to the employment and educational opportunities within the Sport and Recreation Industries.

The focus of the programs will be on developing the skills, knowledge and confidence to work in the areas of Community Recreation. Students will develop leadership and organisational skills through theory and practical sessions, in the classroom, the workplace and on a camp.

The first year will be dedicated to completing a Certificate II in Community Recreation with common core and stream units as provided in the VCAA Sport and Recreation booklet plus some electives in Martial Arts; AFL; netball and soccer.

The second year of the program incorporates common core units from the Certificate III as provided in the VCAA Sport and Recreation booklet together with stream core units taken from the Fitness focus in relation to working with clients in the fitness industry. This aspect of the course includes some external examination and will satisfy the requirements for a 3-4 sequence within a VCE program.

Structured Workplace Learning is an important and compulsory part of this VET program. Students are required to undertake 80 hours in the work place which provides the opportunity to demonstrate competencies acquired off-the-job.
VCE (VET)

COMMUNITY SERVICES WORK
- CERTIFICATE II

Units 1-4 sequence. A study score is available for this program. Full contribution to the calculation of the ATAR.

Program
It provides access to a range of potential career paths within the Community Services industry and provides a basic entry level to the Children Services, Aged Care and Disability Work.

It provides training and skill development for the achievement of competence in areas such as casework, community development and advocacy. There is an external examination at the end of the second year.

Training and Employment Outcomes
Certificate II in Community Services (Community Work) can be the starting point to a wide variety of career options such as Nursing, Social Work, Youth Work, Child Care, Disability Care and Teaching.

Special Requirements
Students will undertake Level 1 in First Aid.
Students need to realise that they will be required to undertake 80 hours of SWL each year in at least two areas of children, aged or disability services. The placement is usually undertaken on a one day per week arrangement during the second term.
This Certificate II in Creative Industries (Media) has a Radio Broadcasting focus: it provides an entry point for employment into Film, Television, and Radio industries.

Satisfactory completion of the VET Certificate II in Creative Industries (Media) Radio Broadcasting program, you will receive the CUF20107 Certificate II and credit for one VCE Unit 1-2 sequence.

Students interested in entering the film, television, or radio broadcasting industries are encouraged to undertake the second year of this course and complete the Certificate III in Media (Broadcasting). This nationally recognised qualification is issued by the Registered Training (Australian Institute of Education and Training).

Units 1-4 sequence.
You will be eligible for credit of two VCE VET units towards your VCE at Unit 1-2 level. Continuing in the second year to complete the Certificate III level will give you credit for one Unit 3-4 sequence.

Block-credit is available for the Certificate III program: this contributes 10% of the average of your best four studies towards the calculation of your ATAR.

The Certificate II qualification requirements are: four core units; two specialist units; and two elective units. The specialist and elective units have been selected to best represent the skills and knowledge required to work in the radio broadcasting industry. Therefore 11 units will be delivered: the additional three units will provide credit toward the Certificate III in Media (Broadcasting) for students continuing in this study.

You will learn critical thinking techniques; develop and apply creative arts industry knowledge; participate in OH&S processes and work effectively with others; collect and organise content for broadcasting and publication; develop techniques for presenting information on radio; record, mix, and edit sound sources for radio broadcasting, CD ROM and DVD.

Training and Employment Outcomes
The Certificate II in Creative Media (Broadcasting) is an entry level qualification for further studies in Film, Television, and Radio broadcasting. It was offered for the first time in 2009 and with the assistance of the Public Broadcaster 88.6 Plenty Valley FM. PV FM is providing the radio station equipment and training expertise to run the course in conjunction with the Registered Training Organisation (RTO), the Australian Institute of Education and Training (www.aiet.com.au).

The Certificate III in Creative Media (Broadcasting) was offered in 2010 and provided successful candidates with higher level skills specific to the Radio Broadcasting industry. Peter Hellier, and Hamish & Andy are amongst some of 88.6 Plenty Valley FM’s most renowned trainees.
VCE (VET)

DANCE -CERTIFICATE II

Units 1-4 sequence A study score is available for this program. A contribution to the ATAR is subject to receiving a study score.

Program
The aims of this program are to:
Provide students with the knowledge and skills to achieve competencies that will enhance their employment prospects in the DANCE industry.
Enable students to gain a recognised credential and make a more informed choice of vocational and career paths.

This course includes the following units of competency:
Dance Career Planning and Skills
Dance Anatomy, Physiology and Exercise
Nutrition and Body Awareness
Performance Psychology

Special Requirements
At this time it is not mandatory for students in this program to undertake Structured Workplace Learning (SWL). However, the VCAA strongly recommends that students in this program do undertake Structured Workplace Learning.
VCE (VET)

ELECTRO-TECHNOLOGY – CAREER START
(leads to pre-apprenticeship for electricians)

This course does not contribute toward an ATAR

Program
This program is designed to provide training, practical skills and studies for students interested in investigating a career as an Electrician. The training is project based and gives hands on experience in the workshop and an introduction to careers in Electrotechnology.

This program provides partial completion of UTE20504 Certificate II in Electrotechnology Servicing and partial completion of 21583VIC Certificate II in Electrotechnology (Shared Technology) if second year is undertaken.

Upon completion students are eligible to apply for entry into the Certificate I in Electrotechnology (Pre-apprenticeship) or the Advanced Diploma in Electronics Engineering at Chisholm.
* The program is a full day at Chisholm in Frankston and fits well within a VCAL program but is accessible to students completing VCE also.
VCE (VET)

ELECTRO-TECHNOLOGY
Shared Technology
- CERTIFICATE II

Units 1-4 sequence. A study score is available for this program.

Program
This program aims to provide participants with the knowledge and skills to achieve units of competence that will enhance their employment prospects in the Electro technology and related industries, and enable them to gain a recognized credential and make a more informed choice of vocation and career paths.

While this program is largely practical it also requires a good level of maths and an understanding of physics. It is more academic than many VET programs. Students wanting to train as an Electrician are advised to select the Electrotechnology “Career Start” program that is detailed elsewhere in this booklet.

Core modules:
- Carry out a shared technology project
- Identify and select components/materials for Electrotech work activities
- Apply technologies and concepts to Electrotech work activities

Elective modules selected from:
- Computer systems
- Wireless Communication
- Energy Generation
- Robotics and Embedded Controllers
- Photonics

Training and Employment Outcomes
Successful students can continue with the Advanced Diploma Electronics Engineering program at TAFE; Employment opportunities: electronic installation, testing, repair or sales working on audio systems, video systems, mobile phone systems, electronic security systems, car electronic accessories, electronic ticketing systems and vehicle engine management systems and computer interfacing.

Special Requirements
There is a component of 30 hours SWL (in the first year—second year to be advised).
VCE (VET)
ENGINEERING STUDIES - CERTIFICATE II

Units 1-4 sequence. A study score is available for this program.

This program will offer the student the opportunity to incorporate a VET Certificate I qualification with their VCE studies. The program provides training in the use of hand and power tools and basic machining processes associated with engineering and manufacturing.

Training and Employment Outcomes
Over 90% of students undertaking Certificate II in Engineering Studies are offered employment as an Apprentice in Mechanical or Automotive Engineering. The program also provides an excellent introduction at the vocational level for students considering Engineering as a career option.

Program
Units include:
Machining
Hand and Power Tools
Welding & Thermal Cutting
Electrical Workshop Practices

Special Requirements
Coveralls
Safety footwear/Blundstone boots
Students need to realise that they will be required to undertake 80 hours of SWL each year. This SWL will need to be partially, if not totally, undertaken during school holidays.
VCE (VET)

EQUINE INDUSTRY
–CERTIFICATE II

Units 1-4 sequence. A study score is available for this program.

Program

Provides students with the knowledge and skills to achieve competencies that will enhance their employment prospects in the EQUINE industry.

The course provides students with general horse management skills and career development with electives in riding and event management.

Special Requirements

1. Students do not have to have their own horse. Practical sessions will be conducted at Ayr Hill Equestrian Centre where access to horses is provided. The practical sessions run from 8.30 am to 3.30 pm and are a compulsory part of the program. Students will be expected to catch up on any work missed while they are participating in a practical session.

2. Students will have face to face access to a qualified and experienced trainer on a weekly basis. The program is delivered via workbooks, activities, practical applications and support by internet research and textbook assignments.

3. Purchase of the recommended text book is required (approximately $50).

4. Students are required to independently complete Level One First Aid.

5. Students are also to undertake a minimum of 40 hours Structured Workplace Learning each year.

The program is delivered by the Hillcrest College. For further information please contact Deborah Lovett on deborah.lovett@hillcrest.vic.edu.au or 0407 568 388.
VCE (VET)

FURNISHING - CERTIFICATE II
(PRE-APPRENTICESHIP IN CABINET MAKING)

Units 1-4 sequence: A study score is available for this program

This program provides students with the knowledge and skills to achieve competencies that will enhance their employment prospects in the Furnishing industry. Students will gain a recognised credential and make a more informed choice of vocation and career paths.

This program allows for partial completion of the 21278VIC Certificate II in Furnishing (Pre-apprenticeship – Cabinet Making).

Program

This course includes the following units of competency:

- Construct a basic timber furnishing product
- Handmade timber joints
- Prepare surfaces for finishing
- Carry out measurements and calculations
- Use furniture making sector hand and power tools
VCE (VET)

HAIRDRESSING - CERTIFICATE II

This course does not contribute toward an ATAR

Program

This program will offer the student the opportunity to undertake a Certificate II qualification while completing their VCE studies. Students will attain the skills of a first year apprentice, practical skills for styling, removal of chemicals and basin services. Theory studies in client communication.

The program articulates to Certificate III Hairdressing (apprenticeship), and provides the knowledge and skills to assist students in gaining employment in the Hairdressing industry.
VCE (VET)

HOSPITALITY
-CERTIFICATE II

HOSPITALITY (Kitchen Operations)
-CERTIFICATE II

The VCE VET Hospitality program is designed to provide students with training and skill development for the achievement of competence in food and beverage serviced and/or commercial cookery. The program will also provide access to a range of potential career paths within the hospitality industry.

Units 1-4 sequence. A study score is available for this program.

What qualification will I receive?
There are two programs Program 1: Hospitality and Program 2: Hospitality (Kitchen Operations)
If you satisfactorily complete one or both VCE VET Hospitality programs, you will receive:

- SIT20207 Certificate II in Hospitality and a statement of attainment for selected units of competence from SIT30707 Certificate III in Hospitality; and/or
- SIT20307 Certificate II in Hospitality (Kitchen Operations)

These nationally recognised qualifications are issued by the Registered Training Organisation (RTO) Program 1 is offered at Chisholm Institute; Program 2 is offered at Mount Erin (Year 1) and Elisabeth Murdoch Colleges (Year 2).

What will I learn?
For Program 1 Certificate II in Hospitality: Units 1 and 2 core units of competence include health, safety and security procedures, workplace hygiene, developing and updating hospitality industry knowledge, serving food and beverage to customers and organising and preparing food. Elective units include providing visitor information, quality customer service, cleaning premises and equipment, receiving and storing stock and point-of-sale handling procedures. The VCE VET Units 3 and 4 sequence incorporates core units such as providing food and beverage service, preparing and serving non-alcoholic beverages, responsible service of alcohol and preparing and serving espresso coffee.

For Program 2 Certificate II in Hospitality (Kitchen Operations): VCE VET Units 1 and 2 core units of competence include health, safety and security procedures, workplace hygiene, working with colleagues and customers, basic methods of cookery, receiving and storing kitchen supplies, and presenting food. The VCE VET Units 3 and 4 sequence incorporates core units including preparing, cooking and serving food for service, and specific preparation of appetisers and salad, stocks, sauces and soups, and desserts.

Training and Employment Outcomes
The VCE VET Hospitality may provide employment opportunities in a variety of roles including food and beverage attendant, bar/bottle shop attendant, front office/receptionist, catering assistant, kitchen hand, cook’s assistant or short order cook.

Special Requirements
Structured Workplace Learning (SWL) is not mandated for this program but the VCAA strongly recommends that students undertake a minimum of 20 hours over the two years. Students will be required to purchase uniforms and equipment as part of the materials component of the program.
VCE (VET)

INFORMATION TECHNOLOGY
-CERTIFICATE III

Units 1 – 4. VCE VET programs are fully recognised within the unit 1–4 structure of the VCE and therefore contribute towards satisfactory completion of the VCE.

The Certificate III in Information Technology provides students with a number of skills in different areas: students learn the value of good communication techniques, they learn how to look after the basic administration of the computer, they learn valuable software skills in a number of programs including Microsoft Word, Microsoft Excel and Access, they learn how to maintain internal and external peripheral devices, and integrate the management of these components into the broad computer system, and they also learn how to provide instructions to users of a computer system.

Program
This course includes the following units of competency:

- Operate computer hardware
- Use computer operating system
- Integrate commercial computing packages
- Work effectively in an IT environment
- Connect hardware peripherals
- Install and optimise operating system software

Structured Workplace Learning:
At this time it is not mandatory for students in this program to undertake Structured Workplace Learning (SWL). However, the VCAA strongly recommends that students in this program undertake a minimum of 10 days of SWL.
VCE (VET)

INTERACTIVE DIGITAL MEDIA -CERTIFICATE III

Units 1 – 4. A study score is available for this program.

Program

This program provides students with the skills, knowledge and attitudes for training in multimedia. The training will provide the skills and knowledge in a broad range of basic media related tasks and provide the foundation to enter the industry at entry level, and/or proceed to further study.

The first year focuses on developing the basic competencies that lead in the second year, to visual design, 2D animation, creation of web pages with multimedia and multimedia scripting.

Special Requirements

Students must realize that this program is entirely computer based using a range of software. It is highly recommended that students attend an information session before selecting this program.
VCE (VET)

JUSTICE
-CERTIFICATE IV

217920VIC – Certificate IV in Justices (partial completion)

This course aims to provide students with vocational education and training pathways needed by persons wishing to enter, develop skills and to pursue a career within, the community justice field and to work as a para-legal professional. This includes areas such as policing, local Government, courts, corrections and customs. It compliments and enhances VCE Legal Studies.

It is a full day program that runs from 9.00 am until 4.00 pm at both the Cranbourne and Frankston campuses of Chisholm TAFE.

Special Requirements
Year 10 level of English or above is recommended.
The Justice department at Chisholm has indicated that they wish to interview students as part of their selection process.

Training and Employment Outcomes
This program provides partial completion only of the Certificate IV in Justice. Students who successfully complete this VET in Schools program will have the opportunity to move into the Advanced Diploma in Justice with credit for successfully completed units.

Career opportunities include:
- Policing (both State and Federal)
- Customs Service
- Law Enforcement Positions in Local Government and Non-Government Agencies
- Courts
- Correctional Services
- Juvenile Justice
- Mediation
- Security
- Community Corrections Offices
- Sheriff’s Office

Structured Workplace Learning
SWL is not mandated in this program, however the VCAA strongly recommend all VET students undertake some work placement.

Contribution to the VCE / VCAL
VCE: Block Credit arrangements – contribution of a 10% increment towards the ATAR or as a fifth or sixth subject.

VCAL: Up to 190 hours of accredited training for each year of the program.
VCE (VET)

LABORATORY SKILLS - CERTIFICATE III

Units 1 – 4. A study score is available for this program.

This program is designed to develop skills and competencies for a range of entry level scientific and technical laboratory areas. Students can incorporate the VET Certificate III in Laboratory Skills with VCE studies either through a school/TAFE class room mix or online.

Skills developed offer an advantage to students contemplating university level science courses.

Training and Employment Outcomes

Students qualify with training in aspects of laboratory operations including safety, equipment, analytical instrumentation, computing, chemistry and biology. After successful completion, students may gain employment as laboratory assistants.

Program

Students gain training in practical skills and knowledge relating to employment within a laboratory including communication skills, processing and recording data, OHS, sampling, testing, handling and transport of samples, receipt and preparation of samples for pathology, and aseptic techniques.

Special Requirements

Log Book to be maintained during SWL
Laboratory coat and equipment for class based delivery

Structured Workplace Learning

Students will be required to undertake a minimum of 10 days of structured workplace learning, which provides the opportunity to demonstrate competencies acquired off-the-job.
VCE(VET)

MUSIC INDUSTRY (FOUNDATION) - CERTIFICATE II

Units 1 –2 - This course does NOT contribute to the ATAR.

This program provides students with an elementary, broad based knowledge and skills platform required by most sectors of the music industry. These include performance/composition, business and technology based skills.

Course Outline:
At the completion of Certificate II in Music Industry (Foundation) students will be able to:

- Gain an insight into the industry sectors and career opportunities
- Explain how the music industry works in their local environment
- Identify music styles, production processes and promotional opportunities
- Write a song
- Gain basic skills in performance, technology and/or business practice
- Demonstrate appropriate health, safety and security procedures
- Work with others through organising a music act and event.

Program prerequisites:

No instrumental proficiency is required but students must demonstrate through the application process a sincere interest in developing skills or a career course oriented to the Music Industry. An interview may be necessary but this is largely dependent on overall enrolment applications.
VCE(VET)

MUSIC INDUSTRY
(Music Performance)
-CERTIFICATE III

Units 3 –4: A study score is available for this program and includes an external performance examination in November.

This program provides students with a wide range of knowledge and skills that will enable them to maximise their employment opportunities as a performer or composer in the music industry.

Course Outline:
At the completion of The Certificate III in Music, students will be able to:

• Explain how the Australian music industry works
• Promote their works
• Build business and management skills

Depending on electives taken:
• Perform in a local amateur environment, in a group and/or as a soloist, using improvisation
• Compose and arrange a song
• Use digital technology in performance and composition

Program prerequisites:

• Students must have successfully completed the Program 1 Course offered at MESC (All Competencies).

Or,

• Students must be able to show that they have successfully completed the Program 2: CUS30101 VET Certificate III in MUSIC VCE VET Units 1 – 2 Course.

Or,

• Successful Trainer / Trainee interview.
VCE(VET)

MUSIC INDUSTRY
(Technical Production)
-CERTIFICATE III

Units 3 –4: A study score is available for this program and includes an external examination in November.

This program provides students with a wide range of knowledge and skills to be able to work in the music industry in a variety of music technology and related fields, including live technology, multimedia and recording technology.

Course Outline:
At the completion of the Certificate III in Music Industry (Technical Production), students will be able to:

• Work under supervision in live and/or studio audio in a local environment
• Work safely, maintaining work/contractual relations
• Understand the way the music industry functions

Depending on electives taken:
• Build listening and aural training skills
• Operate a non-commercial studio
• Set up and operate PA for a small venue
• Create a website for an artist, and/or a video clip

Program prerequisites:

• Students must have successfully completed the Program 1 Course offered at MESC (All Competencies).
Or,
• Students must be able to show that they have successfully completed the Program 3: CUS30201 Certificate III in Music Industry (Technical Production) Units 1 – 2 Course.
Or,
• Successful Trainer / Trainee interview.
VCE(VET) MUSIC INDUSTRY (BUSINESS) - CERTIFICATE III

Units 3 –4: A percentile study score (10%) is available for this program. At the present time there is no External Examination in November.

This program introduces students to management, marketing & business practices in the live & recorded sectors of the Australian entertainment & music industries.

Course Outline:
Students successfully completing the Certificate III in Music Industry (Business) will be able to:

• Work under supervision in a music business company
• Explain how the music industry works
• Organise their own work and career

Depending on electives taken:
• Organise events and/or regional tours, market and release a CD and/or run a music venue.
• Promote and market music products and services

Program prerequisites:
Students must have successfully completed the Program 1 Course offered at MESC (All Competencies).

Or,
• Students must be able to show that they have successfully completed the Program 2: CUS30101 VET Certificate III in MUSIC VCE VET Units 1 – 2 Course.

Or,
• Program 3: CUS30201 Certificate III in Music Industry (Technical Production) Units 1 – 2 Course.

Or,
• Successful Trainer / Trainee interview.
VCE (VET)

OUTDOOR RECREATION - CERTIFICATE II

With Selected units from Certificate III

Units 1-4 sequence. A study score is available for this program.

This program will provide students with the opportunity to develop the skills necessary to assist in the conduct of activities at outdoor recreation centres and camps. This will incorporate the development of sound people skills and understanding of the ethical concerns when dealing with fragile environments and the practical skills necessary to access various wilderness areas. At this level the students will concentrate on bush craft, surfing, rock climbing, snorkelling and canoeing as their major practical components.

Training and Employment Outcomes
Leads to further study at Certificate IV and Diploma level in Outdoor Recreation
Entry level into specific certificates of competency in various outdoor pursuits
Work at the assistant level in outdoor campus and recreational centres.

Program:
Core units:
Outdoor Recreation Stream core
Specialisations
Surfing
Rock climbing
Electives, 4 units
Bush craft
Canoeing
Snorkelling

Special Requirements
An affinity with the natural environment and an interest in developing the skills needed to introduce others to the benefits of including wilderness experiences in their lives.

Year 12 - The possibility of a number of camps.
This program should be a priority as weekends and holidays may be used to complete various units of competency.

The minimum duration of SWL in this program is 80 hours over the length of the training program.
VCE (VET)

RESIDENTIAL DRAFTING -CERTIFICATE IV

40357SA – Certificate IV in Residential Drafting (Partial Completion)

This one year course is for students investigating a career in drafting and architecture and aimed at year 12 students. The students who undertake this program will complete design and presentation subjects that will complement and prepare the students for further studies in drafting and architecture.

Students will need to have strong Maths and English skills to succeed in this course.

Upon successful completion of this program, students will have preferred entry at Chisholm into the Diploma of Design and Technology to complete their studies, regardless of ATAR score. The Diploma of Design and Technology articulates into the Bachelor of Architectural Design at University, providing a career pathway whilst studying the VCE.

The course is delivered at the Frankston Campus of Chisholm Institute on a Wednesday evening.

Units 1-4 sequence.
This program does not provide a Scored Assessment but does provide for one Unit 3 and 4 sequence counting as a year 12 subject. Credit recognition is through Block-credit where an increment of 10% of the average of your best four studies is calculated and added to your ATAR.

Training and Employment Outcomes
This program leads on to further training and study options as above. Employment opportunities can include:

- Residential and Architectural Draftsperson
- Architectural Technician
- CAD Operator
- Trade Representative
- Building Designer
- Model Maker
- Building Inspector
- Plan Checker
Certificate III in Tourism SIT30107 and Certificate III in Events SIT30607 Dual qualification.

Certificate II and III in Tourism courses are relevant to a wide range of industry services and roles in the community, cultural, hospitality, sporting and tourism sectors.

The course has been designed to meet employment opportunities in the Mornington Peninsula and provide credit transfer into Diploma programs in Tourism, Hospitality and Events.

Course topics include…

- Tourism industry knowledge
- Provide Visitor information
- Work with colleagues and customers
- Work in a socially diverse environment
- Follow health, safety and security procedures
- Event industry knowledge
- Event staging support
- Responsible Service of Alcohol
- Workplace hygiene
- Stock ordering, receiving and control
- Coach others in job skills
- Serve food and beverage to customers
- Provide food and beverage service
- Promote wine tourism information.

Units 1-4 sequence.
This program does not provide a Scored Assessment. Credit recognition is through Block-credit where and increment of 10% of the average of your best four studies is calculated and added to your ATAR.

Training and Employment Outcomes
This certificate is an exciting opportunity for any student interested in a career in the Tourism Industry but at the same time, students are able to gain an insight into Event Management. Employment opportunities may extend to working in Travel Tourism, Festivals, Corporate Events, Tourist Information Centre work.
VCAL LITERACY
VCAL UNIT INFORMATION
LITERACY SKILLS INTERMEDIATE

This will be covered through students studying either VCE English or VCE Foundation English Units 1 & 2.

VCAL UNIT SENIOR READING AND WRITING

Unit purpose

The purpose of this unit is to enable learners to develop the skills and knowledge to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. At this level learners produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devices appropriate to the type of text. In reading, the learner identifies the views shaping the text and the devices used to present that view and express an opinion on the effectiveness and content of the text. At the end of the unit learners will be able to read, comprehend and write a range of complex texts across a broad range of contexts.

Learning outcomes and assessment criteria

To allow for specialisation, learners must show competence in seven of the eight learning outcomes although they should cover all learning outcomes in the teaching/learning context.

Summary of learning outcomes

1 Writing for Self-expression
   Write a complex recount, narrative or expressive text
2 Writing for Practical Purposes
   Write a complex instructional or transactional text
3 Writing for Knowledge
   Write a complex report or explanatory text
4 Writing for Public Debate
   Write a complex argumentative or discursive text
5 Reading for Self-expression
   Demonstrate that meaning has been gained from reading a complex, sustained narrative, recount or expressive text
6 Reading for Practical Purposes
   Demonstrate that meaning has been gained from reading a complex, sustained instructional or transactional text
7 Reading for Knowledge
   Demonstrate that meaning has been gained from reading a complex, sustained report, explanatory or informative text
8 Reading for Public Debate
   Demonstrate that meaning has been gained from reading a complex, sustained argumentative or discursive text

Assessment methods

Assessment should be conducted through meaningful activities and, wherever possible, integrated into and spread throughout the course. Assessment may be through:

For writing learning outcomes:
- written text
- teacher observation

For reading outcomes:
- teacher observation
- oral or written response to text
- oral or written explanation of task.
VCAL UNIT INFORMATION
LITERACY SKILLS - SENIOR ORAL COMMUNICATION

Unit purpose
At the end of this unit learners will be able to use and respond to spoken language with complex and abstract content across a broad range of contexts.

Learning outcomes and assessment criteria
Students must show competence in all three learning outcomes.

Summary of learning outcomes

1 Oracy for Self Expression
   Use and respond to spoken language to effectively communicate to others story and life experience, in different contexts.

2 Oracy for Knowledge
   Use and respond to spoken language in sustained informative presentations in different contexts.

3 Oracy for Practical Purposes
   Use and respond to spoken language in sustained and complex transactions in different contexts.

4 Oracy for Exploring Issues and Problem Solving
   Use and respond to spoken language in sustained discussions for the purpose of exploring issues or problem solving in different contexts.

Assessment criteria
The assessment criteria provide detailed information of the requirements for satisfying the learning outcomes. In the Oral Communication units, the assessment criteria do not need to be met in one activity or task.
This will be covered through either VCE Foundation Mathematics Units 1 & 2, General Mathematics Units 1 & 2, Mathematical Methods Units 1 & 2 as decided at the VCAL application interview.

Unit purpose
The purpose of this unit is to enable learners to explore mathematics beyond its familiar and everyday use to its application in wider, less personal contexts such as newspapers and other media reports, workplace documents and procedures, and specific projects at home or in the community.

At the end of the unit learners will have the capacity to interpret and analyse how mathematics is represented and used. They can recognise and use some of the conventions and symbolism of formal mathematics. The mathematics involved would include measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem solving strategies.

Completion of this unit would prepare learners for the Advanced Numeracy Skills Unit.

Learning outcomes and assessment criteria
Students must demonstrate competency in six out of the seven learning outcomes to be credited with this unit.

Summary of learning outcomes
1. Numeracy for Practical Purposes — Design
   Can translate between 2-dimensional and 3-dimensional real life objects and their diagrammatic representations for the purposes of measurement, design, and interpretation.

2. Numeracy for Practical Purposes — Measuring
   Can use measurements, the metric system and simple measurement formulae for the purpose of interpreting, making or purchasing materials in practical situations.

3. Numeracy for Personal Organisation — Location
   Can use the conventions of distance, location and direction to read, create and use maps.

4. Numeracy for Interpreting Society — Data
   Can use the conventions of distance, location and direction to read, create and use maps.

5. Numeracy for Interpreting Society — Numerical Information
   Can use, and calculate with, fractions, percentages, decimals, rates and large numbers, to reflect on aspects of personal, work or community life.

6. Numeracy for Knowledge — Further Study in Maths (formulae)
   Can develop and use simple formulae to describe and represent relationships between variables in real life contexts.

7. Numeracy for Knowledge — Further Study in Maths (problem solving)
   Can use simple mathematical problem solving techniques to interpret and solve straightforward mathematical problems.

Assessment
A folio of evidence could be collected through a combination of the following:
- records of teacher observations of students’ activities, oral presentations, practical tasks, etc.
- samples of students’ written work
- written reports of investigations or problem solving activities
- student self-assessment sheets, reflections, or journal entries pictures, diagrams, models created by students
Work Related Skills
Intermediate Units 1&2

Unit purpose
The Work Related Skills Intermediate Units provide a focus for the development of work related and OH&S skills in a context appropriate to the task:

- integrating more complex learning about work related skills with prior knowledge and experiences
- enhancing the development of Key Competencies at a more complex level in relevant work related contexts
- developing more complex critical thinking skills that can be applied to work related problem solving situations
- developing more complex work related planning and organisational skills that incorporate evaluation and review
- developing more complex work related skills, which can be transferred to other work contexts.

Learning outcomes and assessment criteria
Students must show competence in all five learning outcomes.

Unit 1
Learning outcome 1
Learn about basic conditions and entitlements of a specific industry.
Learning outcome 2
Obtain and communicate information in response to a work related OH&S issue.
Learning outcome 3
Develop knowledge and understanding of OH&S.
Learning outcome 4
Identify problems or safety hazards that can affect the safety of the work environment.
Learning outcome 5
Contribute to team objectives to achieve safe work procedures.
Learning outcome 6
Use information and communication technology in relation to a work related activity.

Unit 2
Learning outcome 1
Learn to analyse and organise information for a work related goal.
Learning outcome 2
Communicate ideas and information for a work related goal.
Learning outcome 3
Plan, organize and manage activities for a work related goal.
Learning outcome 4
Identify and solve problems for a work related purpose.
Learning outcome 5
Work with others and in teams to achieve a work related goal.
Learning outcome 6
Use information and communication technology in relation to a work related activity.

Assessment
A range of assessment methods may be applied to VCAI. Intermediate Unit. Examples include:
- a portfolio of accumulated evidence
- teacher observation and/or checklists
- evidence accumulated through project or program participation
- oral or written reports.
Work Related Skills Senior Units 1&2

Unit purpose
The Work Related Skills Senior Unit provides a focus for the development of work related and vocational skills in a workplace context or appropriate simulation. There is no formal on the job training requirement within the Victorian Certificate of Applied Learning. However, students may undertake, within their Learning Program, a SWL or on the job learning or recognition of prior learning in a work context. This will be counted as a unit where students are able to meet the learning outcomes of the unit through their SWL or part time work over 100 nominal hours. The overall aims of the unit include:

• integrating learning of increasing complexity of work related skills with prior knowledge and experiences about work
• further enhancing the development of Key Competencies through increasingly complex work related activity
• developing increasingly complex critical thinking skills that apply to problem solving situations in the work context
• developing planning and organisational skills that incorporate evaluation and review
• applying increasingly complex transferable skills to work related contexts.

Learning outcomes and assessment criteria
Students must show competence in all six learning outcomes.

Unit 1
Learning outcome 1
Research information about the career pathways, functions and layout of a specific industry or workplace.

Learning outcome 2
Communicate ideas and information about OH&S requirements for a work environment.

Learning outcome 3
Assist in the Hazard Identification Risk Assessment and Control planning process to meet OH&S requirements in a work related context.

Learning outcome 4
Develop an OH&S plan for a work related environment that addresses at least five OH&S concerns.

Learning outcome 5
Work with others and in teams in a work environment in accordance with defined workplace procedures.

Learning outcome 6
Use information and communication technology in accordance with workplace procedures.

Learning outcome 7
Use technology in accordance with OH&S guidelines in a work related context.

Unit 2
Learning outcome 1
Collect, analyse and evaluate information in a work environment.

Learning outcome 2
Communicate ideas and information in a work environment.

Learning outcome 3
Plan, organise and manage activities in a work environment incorporating quality assurance processes.

Learning outcome 4
Identify and solve problems in a work environment.

Learning outcome 5
Work with others and in teams in a work environment.

Learning outcome 6
Use information and communication technology in relation to a complex work related activity.

Learning outcome 7
Identify, apply and evaluate technology in a work environment.

Learning outcome 8
Show enterprise and identify opportunities in work processes.

Assessment
A range of assessment methods may be applied to VCAL Senior Unit. Examples include:

- a portfolio of accumulated evidence
- teacher observation and/or checklists
- evidence accumulated through project or program participation
- self-assessment inventories
- oral or written reports.
Personal Development Skills
Intermediate Unit 1

Unit purpose
The purpose of this unit is to focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. The focus of the Learning Program for Intermediate Unit 1 is:

- subject specific knowledge applicable to a relevant personal, social, educational and/or community activity
- skills applicable to a relevant personal, social, educational and/or community activity
- development of self management skills
- development of leadership skills
- interpersonal communication skills.

Learning outcome 1
Plan and organise a complex activity.

Learning outcome 2
Demonstrate self-management skills for goal achievement.

Learning outcome 3
Demonstrate knowledge, skills and abilities in the context of an activity or project.

Learning outcome 4
Identify responsibility and leadership skills.

Learning outcome 5
Utilise interpersonal skills to communicate ideas and information.
Personal Development Skills
Intermediate Unit 2

Unit purpose
The purpose of this unit is to focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. The focus of the Learning Program for Personal Development Skills Intermediate Unit 2 is:

- subject specific knowledge applicable to a relevant personal, social, educational and/or community activity
- skills applicable to a relevant personal, social, educational and/or community activity
- problem solving and comprehension skills
- presentation and research skills
- communication skills for spoken English and active listening.

Learning outcome 1
Identify planning and organisation skills relevant for management of health or community service goals/activities.

Learning outcome 2
Demonstrate skills relevant to complex problem solving.

Learning outcome 3
Demonstrate knowledge and skills related to a hobby, study or interest.

Learning outcome 4
Utilise research and development skills to present information to an audience.

Learning outcome 5
Use spoken language and active listening skills to communicate complex ideas and information.

Assessment
Evidence of successful performance of the learning outcomes can include, but is not restricted to:

- a portfolio of accumulated evidence
- teacher observation and/or checklists
- evidence accumulated through project or program participation
- oral or written reports.
Personal Development Skills Senior Unit 1

Unit purpose
The purpose of this unit is to focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. The focus of the Learning Program for Personal Development Skills Senior Unit 1 is:

- subject specific knowledge applicable to a relevant personal, social, educational and/or community goal
- skills applicable to a relevant personal, social, educational and/or community goal
- understanding of cultural values and cultural awareness
- organisational skills
- leadership skills and decision-making skills for group or team work.

Learning outcome 1
Plan and organise to completion a complex project involving a range of related activities.

Learning outcome 2
Apply an awareness of cultural values within a complex project.

Learning outcome 3
Apply strategies to improve organisational communication.

Learning outcome 4
Demonstrate leadership skills for group and team work.

Learning outcome 5
Use decision-making skills in a group or team context.
Personal Development Skills Senior Unit 2

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

The focus of the Learning Program for Personal Development Skills Senior Unit 2 is:

- subject specific knowledge applicable to a relevant personal, social, educational and/or community goal
- skills applicable to a relevant personal, social, educational and/or community goals of a technical or specialist nature
- project management and coordination skills
- evaluative and problem-solving skills
- introduction to skills for planning, organising and working in teams.

Learning outcome 1
Develop goals involving strategies, sequences and time constraints related to personal area of interest.

Learning outcome 2
Apply evaluative and problem-solving skills to planning.

Learning outcome 3
Demonstrate knowledge of facts and concepts specific to a specialist and/or technical activity.

Learning outcome 4
Manage the coordination of an activity or program.

Learning outcome 5
Present and communicate ideas and information.

Assessment
Evidence of successful performance of the learning outcomes can include, but is not restricted to:

- a portfolio of accumulated evidence
- teacher observation and/or checklists
- evidence accumulated through project or program participation
- oral or written reports
INSTRUCTIONS
1. Complete Box A.

2. List the work-related and/or career areas you are interested in, in Box B.

3. Complete Box C.

4. List the courses you are interested in at TAFE or University and list the prerequisites in Box D.

5. Discuss options with coordinators, teachers, parents and Career Advisor.

6. Check that you have fulfilled all the VCE/VCAL requirements (refer Senior School Course Selection Guide).

7. Finalise your programme and have it checked by your Pre-senior teacher. Finally, fill in the Year 11-2011 Course Selection form (Appendix 3 or 4).

Have you read all the guidelines in the handbook? If so, you are ready to select your units of study...follow the steps below.

A

<table>
<thead>
<tr>
<th></th>
<th>Returning to Mt. Eliza 2011?</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1</td>
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<td>2</td>
<td>If not, your intended destination? Please advise Senior School ASAP.</td>
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B

<table>
<thead>
<tr>
<th></th>
<th>Work related and/or career areas in which interested</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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C

<table>
<thead>
<tr>
<th></th>
<th>I have checked tertiary entry requirements for the year 2013 in the VICTER Guide</th>
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D

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<tr>
<th></th>
<th>TAFE/University Course</th>
<th>Prerequisites</th>
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</table>

Please complete this form and bring with you to your course counselling interview.

NOTE: You must bring this completed form on Course Confirmation day.
# Year 11 - 2011 VCE Course Selection Worksheet

**STUDENT WORKSHEET: complete prior to interview**

<table>
<thead>
<tr>
<th>NAME:</th>
<th>Form: ………</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 or 2 subject(s) completed in 2010:</td>
<td>…………………………………………………………</td>
</tr>
<tr>
<td>Chosen Career Choice:</td>
<td>…………………………………………………………</td>
</tr>
</tbody>
</table>

**Compulsory**

<table>
<thead>
<tr>
<th>ENGLISH, LITERATURE or ESL (Please circle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(select 5 others plus 2 spare in priority order 2-8)</td>
</tr>
</tbody>
</table>

**SUBJECT**

| Accounting | Art | Biology | Business Management | Chemistry | Chinese (First language) | Design & Technology | Drama | Economics | Food Technology | Geography | German | Health & Human Development | History | Indonesian | Information & Communication Technology | Legal Studies | Literature | Mathematics - Foundation | Mathematics - General | Mathematics – General Specialist | Mathematical Methods (CAS) | Media Studies | Music Performance | Outdoor & Environmental Studies | Physical Education | Physics |
|------------|-----|---------|---------------------|-----------|-------------------------|-------------------|------|------------|-------------------|-----------|--------|-----------------------------|---------|------------|-----------------------------|-------------|-----------|---------------------------|-----------------|----------------|----------------------------|----------------|-----------------|-----------------|----------------|-----------------|------------------|

**PRIORITY 1**

**Vocational Education & Training (VET)**


**OTHER LANGUAGE (please specify)**

| ……………………………………………………………………………… |

**ACCELERATED STUDIES – Unit 3/4:**

Subject…………………………………………………………

---

This worksheet is to be retained for your records.
**VCE Year 11 2011 SUBJECT SELECTION FORM — DUE 19TH AUGUST 2010**

Student: ___________________________  Home Group: __________

**CHOOSE 6 SUBJECTS IN TOTAL (THIS MAY INCLUDE A VET SUBJECT WHICH IS COUNTED AS YOUR 6TH SUBJECT).**

English, Literature or Foundation English will need to appear as your first choice. Then, list your other preferences.

- If you are applying to do an accelerated subject this must be your second subject. Acceptance into the accelerated program depends upon the following: previous academic record, your attitude & effort, your attendance, the consideration of the impact upon accelerating on your other subjects.

<table>
<thead>
<tr>
<th>2 Year VCE Course</th>
<th>1. ENGLISH</th>
<th>2nd Subject (or accelerated subject)</th>
<th>3rd Subject</th>
<th>4th Subject</th>
<th>5th Subject</th>
<th>6th Subject or VET (Optional)</th>
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<tbody>
<tr>
<td>2011 Units 1 &amp; 2</td>
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<tr>
<td>2012 Units 3 &amp; 4</td>
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<td></td>
<td>Or VET:</td>
<td></td>
<td>Only 5 Subjects for Yr 12 required</td>
</tr>
</tbody>
</table>

Career Preference: 1. ____________________________________________________

2. ____________________________________________________

Signatures:

Student: ___________________________  Parent: ___________________________

Counsellor: ___________________________

*Use this form as your record. Your pre-senior teacher will provide you with the final selection form. Final form due 19th August 2010 to Senior School.*
VCAL INTERMEDIATE COURSE
SELECTION FORM 2011 Due by: 19th August 2010

NAME: ____________________________ FORM: __________________

Have you completed any VCE/VET/VCAL units previously? YES / NO (circle)
If yes, which?

VCAL SUBJECTS:
Personal Development Units 1 & 2
Work Related Skills Units 1 & 2

VCAL Literacy & Numeracy:
Choose one from each box

LITERACY
☐ VCE English Units 1 & 2
☐ VCE Foundation English Units 1& 2

NUMERACY
☐ VCE Foundation Maths Units 1 & 2
☐ VCE General Maths Units 1 & 2
☐ VCE Maths Methods Units 1 & 2

Industry Specific Skills:
You MUST select either
a VET course or an SBAT

☐ VET Course (specify):

Or

☐ Australian School Based Apprenticeship
& Traineeship (SBAT) specify:

<table>
<thead>
<tr>
<th>Order of Preference</th>
<th>SUBJECT</th>
</tr>
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<tbody>
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</tbody>
</table>

Student signature: ____________________________ Counsellor signature: ____________________________

Students selecting VCAL will be interviewed prior to entry to the course. The purpose of this interview will be to assess your suitability for VCAL, and to assist with choosing appropriate subjects for VCAL.

PARENT/GUARDIAN SIGNATURE: ____________________________ Date: ____________________________

USE THIS FORM AS YOUR RECORD
IMPORTANT DATES

VCE/VCAL Pathways Information Session - Drama Centre 7:30—8:30pm
Wednesday, 11th August 2010

Year 11 (2011)
Course Counselling sessions: Wednesday, 18th August 2010

Year 11 (2011)
Course Confirmation Days: Thursday, 25th November 2010
Friday, 26th November 2010

Year 11 (2011) Orientation: Monday, 29th November to Tuesday, 30th November 2010

Year 11 (2011)
Course Finalisation Days: Thursday, 2nd December 2010
Friday, 3rd December 2010 (Until 1pm)

Year 11 (2011)
Parent Information Evening: Wednesday, 17th November 2010

Senior School Team
Mr John Vernadakis Ms Susan Bollard
Head Senior School Senior School Coordinator

Mr Michael Callander Mrs Sarah Baeffel
Senior School Coordinator Senior School Coordinator

Student Pathways Coordinator
Mrs Deborah Batt

VCAL Coordinator
Mr Andrew Musgrave
Assistant Principal

Useful Websites
VCAA Victorian Curriculum and Assessment Authority
www.vcaa.vic.edu.au

VTAC Victorian Tertiary Admissions Centre
www.vtac.edu.au

Job Guide www.jobguide.dest.gov.au
1. Collect a 2011 VCE/VCAL Handbook from the Information Evening on Wednesday, 11th August 2010 (Compulsory attendance by both parents and students.)

2. Read the information regarding:
   - VCE - Course requirements and successful completion (Pg 4)
   - VCAL - Course requirements and successful completion (Pg 9)

3. Decide whether you will aim to complete your VCE or VCAL (or both) in Years 11 and 12.

4. Read the unit description for the VCE/VCAL subjects in the Handbook.

5. Seek advice as necessary from your pre senior teacher, subject teachers, Mrs Batt (Student Pathways Coordinator), Mr Musgrave (VCAL Coordinator) or Senior School Coordinators.

6. Fill in the draft copy of ‘Selecting Your Units of Study’, and finally either ‘VCE Course Selection’ form or the ‘VCAL Intermediate Course Selection’ form in this Handbook.

7. Fill in a final Course Selection form (coloured version available from your course counsellor in your Presenior classes). You, your parent or guardian and your course counsellor must sign the final selection form.

8. Course Selection forms to be handed in to Senior School by Thursday, 19th August.

9. If doing a VET course, ensure that deposit has been paid to Administration by Thursday, 7th October 2010.


11. Attend the required Course Confirmation days on 25th or 26th November. Bring your Handbook and ensure the draft sections are completed. Your course selection for 2011 will be confirmed based on subject availability and your pathway options.


13. Final Step: Course Finalisation on 2nd or 3rd December (compulsory).