Welcome to the Senior School.

The distribution of this Senior School 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 counselor. 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.

The Year 10 curriculum at Mount Eliza Secondary College is based on a core and elective program. It is designed to provide students with the skills and knowledge for entry to VCE, VCAL or employment. Students will select a program that will consist of six units for each semester giving a total of 12 units in all.

For Year 11’s, 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.

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.

We wish you well in your deliberations and study.

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## Table of Contents

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is VCE, VCAL &amp; VET?</td>
<td>4</td>
</tr>
<tr>
<td>Selecting Subjects at Year 10</td>
<td>6</td>
</tr>
<tr>
<td>Year 10 Pathways into Apprenticeships, Tafe &amp; Employment (PACE)</td>
<td>8</td>
</tr>
<tr>
<td>Year 10 Subject Charges / Important Dates to Remember</td>
<td>9</td>
</tr>
<tr>
<td>Year 10 Alphabetical Listing of Subjects</td>
<td>10-24</td>
</tr>
<tr>
<td>Year 10 Subject Selection Guide</td>
<td>25</td>
</tr>
<tr>
<td>Year 10 Program Summary</td>
<td>26</td>
</tr>
<tr>
<td>Year 10 VCE Acceleration</td>
<td>27</td>
</tr>
<tr>
<td>Year 10 – 2012 Course Selection Form - Practice Worksheet</td>
<td>APPENDIX A 28</td>
</tr>
<tr>
<td>Selecting Subjects at Years 11 &amp; 12</td>
<td>29</td>
</tr>
<tr>
<td>Senior Program Options</td>
<td>30</td>
</tr>
<tr>
<td>VCE Materials Charges for 2012</td>
<td>31</td>
</tr>
<tr>
<td>Payment of Course Costs</td>
<td>32</td>
</tr>
<tr>
<td>VCAL Studies</td>
<td>33</td>
</tr>
<tr>
<td>School Based Apprenticeship &amp; Traineeship (SBAT)</td>
<td>34</td>
</tr>
<tr>
<td>Vocational Education &amp; Training (VET)</td>
<td>34 &amp; 52-53</td>
</tr>
<tr>
<td>Acceleration</td>
<td>35-37</td>
</tr>
<tr>
<td>Areas of Learning</td>
<td>39</td>
</tr>
<tr>
<td>Alphabetical Listing of Subjects</td>
<td>40-77</td>
</tr>
<tr>
<td>VET Alphabetical Listing of Subjects</td>
<td>78-128</td>
</tr>
<tr>
<td>VCAL Units</td>
<td>129-137</td>
</tr>
<tr>
<td>Selecting Your Units of Study</td>
<td>APPENDIX 1 138</td>
</tr>
<tr>
<td>Year 11—2012 Course Selection Worksheet</td>
<td>APPENDIX 2 139</td>
</tr>
<tr>
<td>Year 11—2012 VCE Subject Selection Form</td>
<td>APPENDIX 3 140</td>
</tr>
<tr>
<td>Year 11—2012 VCAL Intermediate Course Selection Form</td>
<td>APPENDIX 4 141</td>
</tr>
<tr>
<td>Important Dates</td>
<td>142</td>
</tr>
<tr>
<td>Steps to VCE/VCAL Course Selection</td>
<td>143</td>
</tr>
</tbody>
</table>
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 (Yr 11 & 12) 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 2012.

Year 10
The Year 10 curriculum at Mount Eliza Secondary College is based on a core and elective program. It is designed to provide students with the skills and knowledge for entry to VCE, VCAL or employment. Each unit is assessed fully at the end of each semester.

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 recognise 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 2012 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 2012. 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, 23rd November 2011
Year 12 Parent Information Evening: Wednesday, 15th February 2012

Subject Levies

Some subjects attract a compulsory materials fee which must be paid before enrolment can be confirmed at Course Finalisation Day of the year prior to the commencement of the study.
Selecting Subjects at Year 10

The Year 10 curriculum at Mount Eliza Secondary College is based on a core and elective program. It is designed to provide students with the skills and knowledge for entry to VCE, VCAL or employment.

We ask students to choose carefully. Assistance in making choices can be gained from a number of areas: your mentors, the careers co-ordinator, subject teachers, and Middle School co-ordinators are happy to provide advice.

When making choices students should give thought to their career aspirations and select subjects based on their own preference NOT those of their friends. If students choose a subject that they are good at and enjoy, there is a good chance of success.

Each unit is assessed fully at the end of each semester. Therefore it is essential that students keep up with their assessment tasks and submit work by the due date. Many practical subjects also have large written components which are compulsory.

A small number of subjects incur additional materials costs. A place in these units is only confirmed when materials costs have been paid.

Selecting a Program

Students will select a program that will consist of six units for each semester giving a total of twelve units in all.

Students need to select a program that consists of:

2 Semester Units of English
2 Semester Units of Mathematics
1 Semester Unit of TOP Commerce
1 Semester Unit of Arts
1 Semester Unit of Science
1 Semester Unit of Studies of Society & Environment
4 Semester Units from at least two Areas of Learning

(Refer to Area of Learning information).
Curriculum Enrichment and Support Programs

Students at Year 10 have an increased number of curriculum opportunities compared to previous years of schooling. Some of these opportunities relate to the College's view that this is a very important preparatory year for VCE, while others aim to independent learning.

Pathway Program

The Pathway Program is a course for all Year 10 students not participating in a VET Course. It has three compulsory parts to it:

1. The first is the Careers Journey and work experience. This is an opportunity for students to sharpen their thinking about their ambitions for the future in terms of the work they would like to do.

2. The work experience component is for one week in which they will gain some real life full time work in a field that is of interest. Parents and students will be expected to find the placement and the College will assist with the legal paperwork.

3. The third compulsory part of the course is a specialised study chosen from a list published at the beginning of the year. The studies will provide students with some knowledge and skills that will help them in their senior years.

Cultural and Artistic

Instrumental music is offered on a withdrawal basis and interested students are strongly encouraged to take up this opportunity.

As a fully accredited International Student Exchange school, Mount Eliza Secondary College is able to offer students a wide range of opportunities on the international scene. Our students may take part in international exchange to Germany, Study Tours to Malaysia and other cultural programs through the LOTE program.

Students may also involve themselves in activities such as -

- College Production
- Debating
- Oratory

Sporting and Leisure

The College offers participation to interested students in the following areas -

- Gymnastics
- Extensive inter-school sport
- Intra-school sports
- Lunchtime activities
- Aerobics
- Human Powered Vehicle Project
- Clubs e.g. swimming, weights and running
- Games

Educational Enhancement

Students have access to a variety of enhancement opportunities including -

- Mathematics Competition
- Student Leadership
- Subject Awards
- Principal's Awards for Excellence and Endeavour

- Science Competition
- Debating
- Guest Speakers at assemblies
Camps

Students undertaking either of the Outdoor Education units will be involved in a variety of camping activities which incur a materials charge.

Year 10 students may also wish to attend the Downhill Ski Camp during Term 3.

Students may also wish to attend the Central Australia Camp at the end of Semester 1.

Careers and Work Experience

The College has an extensive work experience program for Year 10 that is facilitated by the Careers co-ordinator who is also available to provide careers and course selection advice to students.

The Managing Individual Pathways (MIPS) Program

Students are offered the services of a co-ordinator who will assist them with developing a MIPS plan. The plan includes goal setting, career options and job hunting skills.

PATHWAYS INTO APPRENTICESHIPS, TAFE CERTIFICATES AND EMPLOYMENT (PACE)

The Year 10 PACE course is an applied learning or hands on course which prepares students for entry into apprenticeships, traineeships, employment or TAFE courses. The course 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. It leads into VCAL in the senior years of MESC, although students do not have to pursue this pathway. This course will run for semester 2 only in 2012.

Students will study the following subjects in semester:

- **English**
  Students select either Year 10 English or Year 10 PACE English. PACE English develops literacy skills for the workplace.

- **Maths**
  Students will continue with semester 1 Maths course in either Foundation Maths or mainstream Maths.

- **Industry and Enterprise (I&E)**
  A subject that investigates business and the workplace with a “hands on” approach, that is practical based. This course is based on Industry and Enterprise Units 1 & 2 (VCE).

- **Personal Development (PD)**
  Another “hands-on” subject with a focus on project based work. This subject is based on Personal Development Foundation Units 1 & 2 (VCE).

- **VET or Pre-Senior elective**
  Students will be enrolled in a VET (Vocational Education and Training program) or a Pre-Senior Elective. Students can only enrol in VET subjects for the whole year.

- **SBAT**
  Students will take up a School Based Apprenticeship and Traineeship if possible in a career area of interest or work experience.

Students will be identified for this program during the subject selection process in Year 9. Please indicate an expression of interest on the Subject Selection Form. All candidates will be interviewed during term 2, 2011.

One day is set aside as a work placement day and all students are expected to be working on this day as part of this program.
SUBJECT CHARGES

The following charges will be required to be paid by all students enrolling in the subject indicated below.

These charges represent extra materials that are required to complete the course and enrolment will only be 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.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>TOTAL LEVY</th>
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<tbody>
<tr>
<td>2D Art</td>
<td>$95.00</td>
</tr>
<tr>
<td>Visual Communication &amp; Design</td>
<td>$95.00</td>
</tr>
<tr>
<td>Food Technology</td>
<td>$156.00</td>
</tr>
<tr>
<td>Media</td>
<td>$90.00</td>
</tr>
<tr>
<td>Industrial Design - Wood</td>
<td>$110.00</td>
</tr>
<tr>
<td>Industrial Design - Metal</td>
<td>$95.00</td>
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<tr>
<td>Industrial Design - Ceramics</td>
<td>$95.00</td>
</tr>
<tr>
<td>Industrial Design - Textiles</td>
<td>$90.00</td>
</tr>
<tr>
<td>Sound Engineering</td>
<td>$65.00</td>
</tr>
<tr>
<td>Info Tech - Multimedia Authoring</td>
<td>$15.00</td>
</tr>
<tr>
<td>Dance/Drama (each elective)</td>
<td>$20.00</td>
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<tr>
<td>Outdoor &amp; Environmental Studies (Alpine &amp; River)</td>
<td>$390.00</td>
</tr>
<tr>
<td>Outdoor &amp; Environmental Studies (Coastal &amp; Forest)</td>
<td>$320.00</td>
</tr>
<tr>
<td>Science (Life; Marine; Forensic; Environmental and Everyday)</td>
<td>$20.00</td>
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</table>

PAYMENT OF COURSE COSTS

Course Finalisation Days: 2nd & 3rd November 2011

IMPORTANT DATES TO REMEMBER

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>Course Counselling</td>
<td>5th August 2011</td>
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<tr>
<td>Submission of Year 10 selections including VCE acceleration or VET applications</td>
<td>8th August 2011</td>
</tr>
<tr>
<td>Course Confirmation</td>
<td>Mindware groups</td>
</tr>
<tr>
<td>Course Finalisation</td>
<td>2nd &amp; 3rd November 2011</td>
</tr>
</tbody>
</table>
ARTS & DESIGN

2D ART
Students develop independence in their approach to exploring, developing and refining images and forms with reference to how artists have explored ideas and styles in their artworks. They use a range of media to record, experiment with and refine ideas which develop their own art style. Sources of imagery and the development of ideas are documented. Different printing, drawing and printmaking techniques are covered during the semester. Some of the different techniques used throughout the semester include oil and water colour painting, stencilling, lino and lithograph printing, oil and chalk pastel work and different drawing styles and techniques. This subject is a stepping stone to VCE Art and Studio Art Units 1-4.

Cost:
Art: A condition of acceptance into this course is payment of a materials charge of approximately $95.00 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 & DESIGN (Graphics)
The year 10 Visual Communication & Design course aims to develop an understanding and awareness of graphic means through imagery, including air brushing and computer aided design. Further developing the student’s ability to solve design problems through researching, designing, interpreting and analysing information.

Cost:
Visual Communication & Design: A condition of acceptance into this course is payment of a materials charge of approximately $95.00 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.

FOOD & TECHNOLOGY
Year 10 course work gives students an opportunity to have hands on experience with a range of ingredients, equipment and preparation and processing techniques.

There will be a theory component focusing on, food safety and hygiene, key food groups, cooking for special needs, preservation of foods, product development and marketing of food products.

The practical component will focus on a range of preparation and processing skills using the key foods as well as some specific units based on: wet and dry cooking methods, methods of preserving and cooking for special needs.

There will be theory and practical cooking each week.

Students will be assessed in both the theory and practical components and the major assessment will be based around a research project and presentation of a meal for a special needs individual. Food photography will also be a component of the unit.

Cost:
Food & Technology: A condition of acceptance into this course is payment of a materials charge of approximately $156.00 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.
MEDIA

The Year Ten semester one course is the study of black and white and colour digital photography. Units of study include:

- Light and exposure
- Printing and processing in the dark room
- Landscape and portrait photography
- History of Australian photography
- Contemporary trends in international photography

The students will be assessed on written research projects, and the production of an individual portfolio of photographs. Excursions to photographic locations and photographic galleries are an integral part of this course.

Cost:
Media: A condition of acceptance into this course is payment of a materials charge of approximately $90.00 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.

INDUSTRIAL DESIGN

Industrial design involves research, planning, design, development and production of a wide range of products. Students will research how people use product, make detail drawings and construct prototypes for testing. Students taking Industrial Design will be expected to work as part of a multidisciplinary team involving Ceramics, Metal and Wood.

In 2012 students in Year 10 are asked to choose one or two of the following subjects which will be part of the Industrial Design course.

Industrial Design - Wood:
Industrial Design Wood is focused on furniture construction / manufacture. Drawing on the strategies of design research, technical skills and aesthetics, technical drawing and manufacturing technology. This course, with wood as its primary resource encompasses the use of other materials such as metals, plastics and ceramics to produce the finished furniture item. Furthermore this subject is an ideal pathway to VCE Design and Technology Units 1-4.

Cost:
Industrial Design - Wood: A condition of acceptance into this course is payment of a materials charge of approximately $110.00 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.

Industrial Design Metal:
Industrial Design Metal teachers a creative method of problem solving, through logical design and practical knowledge and application of the most appropriate materials and processes. The primary source of this study will be metal, incorporating Ceramics, Plastics and Wood. Industrial Design Metal at Year 10 leads onto VCE Design and Technology Units 1-4.

Cost:
Industrial Design - Metal: A condition of acceptance into this course is payment of a materials charge of approximately $95.00 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.
**Industrial Design Ceramics:**
Familiarising students with a range of Ceramic design techniques and their applications. These include Ceramic sculpture, wheel work, hand building, mould making and casting. A basic knowledge in Ceramic production will be developed through Clay / Glaze technology and firing. All of these disciplines will be grounded in an understanding and appreciation of Ceramic Design. Year 10 Industrial Design Ceramics is a fantastic introduction to VCE Design Technology Units 1-4.

**Cost:**
Ceramics: A condition of acceptance into this course is payment of a materials charge of approximately $95.00 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.

**TEXTILES**
Are you into fashion, do you like sewing and do you have a good eye for what you could make out of a piece of material or a recycled garment? Then Year 10 Textiles is for you!

- In this course you will be given the opportunity to design and construct your own creations both from a recycled garment and from a pattern and your choice of material.
- Research a fashion designer of your choice and investigate their design ideas and garments
- Learn how to read and sew from a pattern to make a garment of your choice.
- Theory and practical sewing are components of this course and all lessons will be hands on using machines and hand sewing techniques.

**Cost:**
Textiles: A condition of acceptance into this course is payment of a materials charge of approximately $90.00 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.

**DRAMA**
The Year 10 Drama course challenges students to further refine their acting skills and to continue to apply them to both improvised and scripted drama. Students identify themes and issues in their work and are encouraged to consider ways in which dramatic elements, forms and styles can be used to convey themes and issues to an audience. Students learn about the use of symbols in drama and explore ways of expressing them through language, movement and visual image. They design and construct sets, costumes and props and consolidate their knowledge of stagecraft. Students reflect on the strengths and limitations of their own work and identify ways in which it can be developed and refined into a group performance.

**Cost:**
Drama: A condition of acceptance into this course is payment of a materials charge of approximately $20.00 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.

**DANCE**
The Year 10 Dance course aims to develop students’ skills in choreography, technique and performance. Students will gain experience in developing their natural ability, as well as learning new dance styles and techniques. The analysis of dance in diverse cultures will also be incorporated into this unit of study. Students will have the opportunity to attend excursions, view performances and participate in workshops with guest teachers.

**Cost:**
Dance: A condition of acceptance into this course is payment of a materials charge of approximately $20.00 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.
MUSIC

The Year 10 Music course is a practical study designed to develop student awareness of all aspects of performance with an emphasis on student organised informal performances of both solo and ensemble works. Students increase their performance and technical skills by interpreting a range of works that incorporate stylistic diversity. They identify and analyse the musical characteristics associated with particular styles, genres and periods, discussing and justifying their preferences. The study also includes modules from the V.E.T. Music Industry Skills Certificate II course.

MUSIC - SOUND ENGINEERING

The Year 10 Sound Engineering Course introduces students to both Studio Recording and Sound Reinforcement (P.A.) techniques. Students gain competencies in sound editing, multi-track recording, EQ, FX, mixing and mastering. Assessment is based on a number of preliminary practical tasks, the completion of a multi track recording product and a Live Performance mix. Competencies gained in this Study Unit can gain some accreditation and recognition within the VET/VCE Unit 1 - 2 Music Industry Course.

Cost:

Music – Sound Engineering: A condition of acceptance into this course is payment of a materials charge of approximately $65.00 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.
INFORMATION & COMMUNICATION TECHNOLOGY

Multimedia Authoring

Students will have the opportunity to learn multimedia skills using various types of software including – Flash, Photoshop, Front Page, Audacity, sound editing, game maker and others.

Students will:

- produce and manipulate digital images
- incorporate text and audio into multimedia presentations
- use an authoring tool to create an interactive sequence
- create Web Pages
- edit music and sounds
- use software to program simple games

Cost:

Information Technology – Multimedia Authoring: A condition of acceptance into this course is payment of a materials charge of approximately $15.00 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.
Year 10 English

**COMPULSORY UNIT FOR EACH SEMESTER**

The English Curriculum aims to develop in students the ability to speak, listen, read, view and write with enjoyment, purpose, effect and confidence. It also encourages understanding of the ways in which language varies according to context, purpose, audience and content. A broad range of texts is studied, and the focus is the capacity to discuss and analyse texts and language critically.

**Elective Choices for Language**

**English - Express Yourself**
This unit focuses on students exploring a variety of written, oral and visual styles with a view to negotiating their own work folio and presentation.

**Literature - Gothic Literature**
This unit offers a study of Gothic and modern horror genres that aims to develop an understanding of how ideas and themes in texts comment on personal experiences. The study emphasises the social and cultural aspects explored by authors in their use of language and choice of mode. The texts studied are: *Frankenstein*, a horror film and various short stories and poems.
The unit should be viewed as an introduction to both the skills and areas of study covered by VCE Literature.

**Literature – Shakespeare Through The Ages**
In Shakespeare through the ages students will research the cultural influence Shakespeare's work has today. Extracts from his most popular plays will be examined to see how they have been adapted in modern films such as: “Ten Things I Hate About You” (Taming of the Shrew), “She's the Man” (Twelfth Night), “Forbidden Planet” (The Tempest) “West Side Story” (Romeo and Juliet) and Shakespeare Retold (BBC). Student will research how his expressions, sayings and characters can be found in everyday speech and popular culture without people being aware of it. Students will study some of his most famous sonnets as examples of love poetry and learn some of the poetic conventions of his writing by producing their own work in his style.

Assessments can be based on:
. Upkeep of a digital reading and research file
. Class presentation, using multimedia, on research into his context and cultural influences
. Analytical writing tasks on adaptations into different forms for new audiences
. Creation of short original pieces in a style consistent with Shakespeare
LANGUAGES OTHER THAN ENGLISH

In Year 10 students who elect to study a LOTE can only do so for a full year of study.

Courses offered are German I & II and Indonesian I & II. In both these courses a communicative approach is used and this is aimed at enhancing the student's oral fluency and understanding. Themes centre on everyday living experiences and vocabulary. Texts are supplemented with DVD programs, digital audio files, films, wider reading and short research assignments that increase their knowledge of the cultural norms of the target language and country. Students will also be expected to develop their control of LOTE technology in terms of using language programs with creating technology-based documents for inclusion in the College's WEB site. There is extensive use of digital technology to aid the acquisition of the target language. It may also include the production of a short film in the LOTE.

Assessment is based on a range of outcomes and assessment tasks that extend the student's skills in speaking, listening, reading and writing. On the course selection sheets, students are well advised to consult with a LOTE teacher to ensure their selections for LOTE are accurate and clear. PLEASE confer with your language teacher BEFORE you submit your choices for 2012, to ensure that your name is included in the list of prospective students.

Student Exchanges are offered to continuing LOTE students in each of the Languages where possible.

**LOTE – German**
The Year 10 LOTE course in German including Contemporary and Advanced Skills German, is designed to extend the student's knowledge and skills understanding, speaking, listening to and writing the language. Students are required to communicate both orally and in writing on a range of topics that reflect an understanding of the grammatical items and vocabulary presented in each topic covered.

**LOTE - Indonesian**
The Year 10 LOTE course in Indonesian including Contemporary and Advanced Skills Indonesian, is designed to extend the student's knowledge and skills in understanding, speaking, listening to and writing the language. Students are required to communicate both orally and in writing on a range of topics that reflect an understanding of the grammatical items and vocabulary presented in each topic covered.
LOGIC AND DISCOVERY

MATHEMATICS - Core

COMPULSORY UNIT FOR EACH SEMESTER

Year 10 Mathematics is a compulsory course that has been designed in line with the Victorian Essential Learning Standards. It provides students with the necessary background and skills to continue their studies in any of the VCE Mathematics subjects.

The Year 10 Mathematics Semester 1 & 2 course is aimed to stimulate interest in mathematics and its uses, to extend basic skills and accustom students to the use of the Casio classpads. Students also develop problem solving skills and engage in Mathematical investigations.

Accelerating students who have been accepted into V.C.E Mathematical Methods are required to complete Semester 1 of the core Mathematics, but may opt not to continue in Semester 2.

MATHEMATICS - Elective

Problem Solving & Logic

This semester length elective has been designed to provide students with a range of useful strategies, both general and specific, which can inform their logical thought and problem solving behaviour. The thinking skills that are developed are useful not only in Mathematics, but can also be transferred to other subject areas.

Students will also learn ways of using Casio class pads to aid them in the solution of challenging problems.
SCIENCE

COMPULSORY UNIT FOR ONE SEMESTER

Students can choose either 1 core unit, 1 core unit + 1 elective unit, or 2 core units.

Core Units for Science
Students choosing only ONE semester of Science MUST select one of the following core units:

LIFE SCIENCE
This core unit explores the science of genetics & inheritance including cells, chromosomes, genes, DNA, genetic disorders and genetic engineering and ethical issues such as genetically modified (GM) foods, genetic testing, stem cells, cloning and designer babies, as well as natural selection & evolution. It also includes a study of atomic theory and the Periodic Table, chemical reactions & equations and a study of the science of everyday motion including speed, acceleration, forces, energy, momentum & inertia. Students will also plan & conduct experiments & investigations in order to test the validity of hypotheses.

Cost:
Life Science: A condition of acceptance into this course is payment of a materials charge of approximately $20.00 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.

MARINE SCIENCE
This core unit explores the science of the world’s oceans including the diversity of plants & animals living in the marine environment, genetics and the evolution of living things, chemistry including atomic theory and the Periodic Table, chemical reactions, equations and the chemistry of seawater, and a study of motion and forces including tides, density & buoyancy. The unit will also look at the role of marine biologists and issues involving man’s use of the oceans such as fishing, whaling, dredging, desalination and pollution. Students will also plan & conduct experiments & investigations in order to test the validity of hypotheses.

Cost:
Marine Science: A condition of acceptance into this course is payment of a materials charge of approximately $20.00 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.

FORENSIC SCIENCE
This core unit explores the science of the body including anatomy & physiology of the human body through a study of autopsy and rat dissection, the systems of the human body, fingerprints, hair, blood & DNA. They also learn about atomic theory and the Periodic Table, chemical reactions & equations, identifying unknown chemicals, and how motion and forces are used in forensic detective work including blood spatter & ballistics. The unit will also look at the role of forensic investigators, and how they work in real crime scenes. Students will also plan & conduct experiments & investigations in order to test the validity of hypotheses and solve crime scenarios.

Cost:
Forensic Science: A condition of acceptance into this course is payment of a materials charge of approximately $20.00 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.
ELECTIVE UNITS FOR SCIENCE

Students choosing an EXTRA semester of Science in Year 10 can either choose one of the following elective units, or a second core unit.

NOTE: Students choosing 2 core units need to do so on the understanding that course content may be repeated or similar between the two units.

ENVIRONMENTAL SCIENCE
In this elective unit, students will explore the science of the environment including a study of energy resources and consumption, air & water pollution caused by our western lifestyle, waste management and ways to reduce, re-use and recycle to minimise local & global environmental impact. Also included is the work of environmental scientists and environmental issues such as fossil fuels, ozone depletion, acid rain, water quality and chemical pollution. This unit will incorporate investigations and practical field work.

Cost:
Environmental Science: A condition of acceptance into this course is payment of a materials charge of approximately $20.00 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.

EVERYDAY SCIENCE
In this elective unit, students will extend their understanding of science by exploring a number of interesting areas including household chemistry/chemicals such as acids & bases & cosmetics, reactions of metals, electronics & simple robotics, colour including colour vision & colour-blindness, the use of colour in plants & animals (eg. camouflage), the life & death of stars, black holes and our understanding about the vast Universe we live in – its birth, age and ultimate fate.

Cost:
Everyday Science: A condition of acceptance into this course is payment of a materials charge of approximately $20.00 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.
STUDIES OF SOCIETY & ENVIRONMENT (SOSE)

Studies of Society & Environment (SOSE) provides an opportunity to learn about and understand Australian Society, societies from other countries, local, regional and global environments and the way people interact with their environments. SOSE offers a range of subjects in Commerce, Geography, History and Politics.

TOP - Commerce

(The Overall Picture - Commerce) provides students with a range of information about some of the issues and systems they will encounter in their lives after school. Forewarned and forearmed! This subject is a core for one semester and is excellent preparation for VCE subject selection in the Commerce field.

GEOGRAPHY

Is a bridge between the physical worlds and people's use of that world. Travel the depths of the ocean in Marine Studies, understand the role cities play in our world and other concerns of importance in Current Issues in Geography; investigate rivers, wilderness areas and the effects of exotic creatures on our native environment in Environmental Geography and study a country of your choice in World Watch. You are all geographers, so head in the right direction!

HISTORY

Is more than a study of past events. Have you ever wondered about the development and settlement of the Mornington Peninsula? Or how advancement in technology can influence the culture of countries? Do you really know a lot about our nearest neighbours - Indonesia? Will McDonald's change the ancient culture of China? What do the stars and stripes on the American flag mean? Study a History unit and find out!

POLITICS

Introduces students to democracy, our political system, different political parties and how individuals can participate in politics. Do you think you could form a political party and make a better Australia? If so then study politics and make a difference.
THE PHYSICAL SELF

Students at Year 10 level may elect to study Physical Education, Health and/or Outdoor Education for a sequence of two semesters or for a single semester only. Although not compulsory, the College strongly encourages all students to do a least one unit of Physical Education, Outdoor Education or Health each semester.

PHYSICAL EDUCATION

In Physical Education the units offered are inter-related but may be studied as separate units with no prerequisites. Students planning to study Physical Education at VCE level are advised to take both units, or if taking only one semester it should be Body Systems.

Physical Education – Coaching and Umpiring  
(Semester 1 only)

Students focus on manipulative and movement skills in selected physical activities, demonstrating skill learning, game sense, and appropriate sporting behaviour.

Students will investigate coaching styles and develop knowledge of coaching principles and techniques. Through coaching experiences the students will be required to use skills that develop sport specific knowledge, communication, organisation and umpiring.

Students will be encouraged to coach a MESC Junior Sports Team (Year 7 or 8). They will plan and organise training sessions. The practical component of the course is compulsory and will include activities to assist the students in their coaching and umpiring roles.

Physical Education - Body Systems & Training 
(Semester 2 only)

Students focus on manipulative and movement skills in selected physical activities, demonstrating skill learning, game sense and appropriate sporting behaviour.

A study of the muscular, skeletal and cardio-respiratory systems is undertaken. The students also investigate the different components of fitness, learn to set personal fitness goals and develop a fitness program. The study of training methods and principles as well as the effect training has on the body systems is covered. The practical component of the course is compulsory and will include participation in a variety of training methods.

ADOLESCENT HEALTH

Adolescent Health will investigate a range of health issues and challenges that can affect young people during the time of adolescence. Students will explore the social and cultural factors that influence the development of personal identity and values. They will identify the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships. They will investigate mental health issues relevant to young people. Students will compare and evaluate the ideas of challenge, risk and safety in relation to home, school and the workplace. They will investigate harm minimisation strategies, identify health services offered by government and non-government agencies and analyse how these can be used to support the health needs of young people. Students will examine strategies that address the current trends in nutritional status of Australians and analyse the factors that affect food consumption. There will also be an active component of this subject with students required to participate in low intensity exercises such as yoga, pilates, walking etc.
OUTDOOR AND ENVIRONMENTAL STUDIES

Outdoor Education is the study of natural ecosystems and the techniques required to journey through these environments. Students study the history, characteristics, flora, fauna, human uses and conservation of a range of ecosystems and participate in a series of excursions and camps. Students planning to study VCE Outdoor and Environmental Studies are advised to study at least one of the Outdoor and Environmental Studies Education units offered at Year 10.

Outdoor and Environmental Studies – Coastal & Forest (Semester 2 only)

Term 1 is the study of coastal environments and the skills required for safe surfing and other aquatic activities. Topics covered include flora and fauna of the coast, how waves are formed, weather, water safety, basic surf skills. Students develop their practical skills through:
- Afternoon surf lesson
- 2-day surf camp

Term 2 is the study of forest environments and skills required to complete an overnight bushwalk. Topics covered include Victorian forest types, map reading, navigation, menu planning, minimal impact and categories of National Parks. Students develop their practical skills through:
- Trangia cooking sessions
- 2-3 day bushwalking camp

Cost:
Coastal & Forest: A condition of acceptance into this course is payment of a materials charge of approximately $320.00 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.

Outdoor and Environmental Studies – Alpine & River (Semester 2 only)

Term 3 is the study of alpine environments and the skills required to cross-country ski. Topics covered include characteristics of snow, equipment and clothing, role of technology, hypothermia, snow safety and conservation of alpine environments. Students develop their practical skills through:
- Excursion to outdoor equipment providers
- Ice skating excursion
- 2-day Nordic ski camp

Term 4 is the study of river environments and the skills required to complete a 2-day canoe camp. Topics covered include the water cycle, water as a finite resource, historical and contemporary uses of rivers and paddling skills and techniques. Students develop their practical skills through:
- Canoeing practice session
- Overnight canoe camp

Cost:
Alpine & River: A condition of acceptance into this course is payment of a materials charge of approximately $390.00 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.
TOP - COMMERCE

COMPULSORY UNIT FOR ONE SEMESTER

This course gives students the opportunity to find out about their rights and responsibilities as their lives become more independent. Some of the areas investigated are ‘The Law and You’, ‘Running Your Own Business’ and a ‘Megabucks’ competition. Students investigate current social issues, use a variety of methods of communication to highlight their understanding of topics and participate in group work and discussions.

GEOGRAPHY

Geography – Marine Studies

Lessons will highlight the relationship between Port Phillip Bay and Western Port discovering how these natural systems are balanced and operate, how they formed and the natural cycles they follow. Students will also investigate the manner in which humans have used the Australian marine environment over time – from ancient Indigenous Australians, the arrival of Europeans and modern developmental use.

Geography - Current Issues

This is a semester unit which considers the geographic aspects of issues concerning everyday life. The processes that create human environments are examined and various management strategies are investigated. Issues studied include the planning and development of urban areas, human rights, health, conflict and the implications of the impact they have on the environment. These issues are investigated on local, regional and global levels.

Geography - Environmental Geography

This semester unit examines the geographic aspects associated with specific environmental issues. Students gain some understanding of how and why problems arise by investigating the consequences, solutions and management of the environment. This is achieved by considering the results of human interference by introducing exotic species into an area, by studying natural and human processes operating in a river system, investigating our approach to national parks, and wilderness areas.

Geography - Practical Geography

This semester unit builds upon skills already acquired and develops new skills appropriate when approaching any topic from geographic perspective. Students can use these skills to investigate and communicate information. Skills involved include observations, collection and recording of data in various forms, presentation of data using a variety of methods (graphs, maps, charts, 3D models, visual displays) and making conclusions about the data presented. Students work from primary sources such as maps and statistics.
HISTORY

History – Cold Wars and Spy Wars
This course covers a number of events and issues relating to Australia and the United States and its involvement in the battle against world communism since World War Two. The topics will focus on Australia’s connections with the United States, looking at particular conflicts and topics like: “Cold War Spy Games”, “The Vietnam War”, and “Is Australia becoming like the United States?” Students will become aware of the interpretation of key events, actions and issues from the past and how they vary. They will be encouraged to look at key events, actions and issues from an Australian and world perspective. Skills in researching, document interpretation and multimedia are consolidated and work will be represented through the use of PowerPoint presentations, multimedia displays, film and written expression.

History – Oil, America and Global Conflict
The popularity of IPODs, the rise of petrol prices, the World Wide Web and the War on Terror are all examples of Australia and its links to globalisation. The world has undergone massive change in the last five years and this course seeks to provide a clear understanding of how these changes have affected Australia. The course will investigate topics that include: “The first and second Gulf Wars”, “Terrorism”, “Globalisation” and “The Growth of Technology and Communication”. Students will develop and consolidate skills in multimedia, researching and document interpretation and work will be represented through the use of PowerPoint presentations, multimedia displays, film and written expression.

History – China, an Emerging Superpower
China is one of the fastest growing economies, world power and potential trade markets for Australia. The course begins with an overview of the geography and culture of the world’s most populated nation. Students investigate China in historical contexts from ancient times through the traditional dynastic periods, the invasion by foreign powers, and on the early days of the People’s Republic. They investigate China’s lasting and changing aspects and become aware of interpretations of events, actions and issues and how they vary.

History – Local History
The focus of this subject is the exploration and settlement of the Port Phillip District, later to be known as Victoria. From the initial settlement at Sorrento by David Collins in 1803 through to the establishment of Melbourne and the Mornington Peninsula townships, the subject investigates the background to settlement and the factors that contributed to the development of these areas. The role that heritage and local history play in decisions affecting current redevelopment and changed zoning to allow variations to land use, make this a current and relevant study.

POLITICS
This unit is designed to introduce students to the concepts of the individual within a democratic state. The special focus will be on the institutions that exist within the state and reflect its values such as shared decision making, the responsibilities of the individual within the state and the obligations of those institutions to the welfare of the individual. It will also consider some of the features of the state and its structures for the democratic representation.
SUBJECT SELECTION
YEAR 10 – 2012

The following information is a guide to correct subject selection:

Year 10 students must complete a total of 12 study units (6 per semester).
This includes some compulsory units and some elective units.

1. Students are required to complete the following compulsory units:
   - ENGLISH Semester 1 & 2
   - MATHEMATICS Semester 1 & 2
   - TOP one semester only
   - SCIENCE* one semester only
   - SOSE* one semester only *multiple units can be studied
   - ARTS* one semester only

2. Students are required to complete an additional 4 study units:
   These are the student’s free choice, but these subjects must come from two separate areas of learning. For example, the student cannot study all Arts subjects or all PE subjects, with these remaining four choices.

3. LOTE (Indonesian & German) are subjects that run for the entire year. This means a student must choose it twice, one for each Semester.

4. VCE & VET subjects: If a student is accepted into the Acceleration Program to complete a VCE or VET unit, this will be integrated into their existing Year 10 course by the Senior School Coordinators. All students are still expected to complete their subject choices for the regular Year 10 course.
MOUNT ELIZA SECONDARY COLLEGE YEAR 10 CURRICULUM 2012
PROGRAM SUMMARY

<table>
<thead>
<tr>
<th>Areas of Learning</th>
<th>Language</th>
<th>Logic &amp; Discovery</th>
<th>Studies Of Society &amp; Environment</th>
<th>The Physical Self</th>
<th>The Arts</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory Units</strong></td>
<td></td>
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<tr>
<td></td>
<td>English</td>
<td>Mathematics</td>
<td>TOP Commerce</td>
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<td>(2 semester units)</td>
<td>(2 semester units)</td>
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<table>
<thead>
<tr>
<th>Elective Units</th>
<th>Areas of Learning</th>
<th>Language Other than English</th>
<th>Mathematics</th>
<th>Science</th>
<th>History</th>
<th>Politics</th>
<th>Geography</th>
<th>The Physical Self</th>
<th>Outdoor &amp; Environmental Studies</th>
<th>Arts</th>
<th>Information &amp; Communication Technology</th>
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</tbody>
</table>
VCE ACCELERATION

Students in Year 10 may apply to include a VCE subject or VET course as part of their program.

The College is prepared to consider some students for acceleration in areas of expertise. Admission to this program would be subject to the approval of your current and Senior School coordinators, high standards in all relevant subjects as confirmed by the relevant Area of Learning Coordinator, availability of places in the VCE. This process may also involve an interview at school with the student.

In the descriptions of each subject outlined in this handbook students will gain an understanding of the scope of the study. Units 1 & 2 will be undertaken as the first year and Units 3 & 4 as the second year of study.

ACCELERATION POLICY

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

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 have gained access to acceleration programs during recent assemblies;
- acceleration at Year 10 will be facilitated by having a blocking subject structure that aligns Year 10 and VCE subject blocks;
- 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 one program at a time;
- with the expectation that the accelerated subject is to be a 6th subject for Year 12.
SUBJECT SELECTION FORM  
YEAR 10 2012 – PRACTICE SHEET

All Year 10 students (2012) need to fill in this subject selection form. 
You will receive a final subject selection form, which must be returned to Senior School no later than Monday, 8th August 2011. 

NAME: …………………………………………… Mentor: …………………… Form: ………

SUBJECT CHOICES: Subjects from 1 – 4 are studied over both Semesters:

<table>
<thead>
<tr>
<th>Number</th>
<th>Subject</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>English</td>
</tr>
<tr>
<td>2.</td>
<td>Maths</td>
</tr>
</tbody>
</table>
| 3.     | Language (Both Semesters) Yes / No (please circle) 
          Indonesian /German (please circle) or, Other …………………
| 4.     | ACCELERATED STUDY VCE/VET (Both Semesters)   |

Subjects from 5 – 8 are studied over 1 Semester only:

5. TOP (compulsory)

You must choose a subject from each of the following Areas of Learning (refer Program Summary on page 26 from the Senior School Course Selection Guide):

6. SOSE

7. Science

8. The Arts

Please indicate your subject choices 9 to 16:

<table>
<thead>
<tr>
<th>Number</th>
<th>Subject</th>
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<tbody>
<tr>
<td>9.</td>
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<td>10.</td>
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<td>11.</td>
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<td>12.</td>
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<td>14.</td>
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<td>15.</td>
<td></td>
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<tr>
<td>16.</td>
<td></td>
</tr>
</tbody>
</table>

Please indicate if you are interested in P.A.C.E. Yes / No (circle)

Intended area of interest to do Work Experience or SBAT: ………………………………………

Do not remove this sheet from your handbook – this is YOUR COPY.
Selecting subjects at Years 11 and 12

Before you select a course of study for 2012 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, including 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 2012. 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)

NOTE: To obtain an ATAR, satisfactory completion of both Units 3 & 4 of an English study is required.
VCE Materials Charges for 2012

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 on the following page) to confirm enrolment. Unpaid charges may result in your place being given to another student.

VCE Units - Elective Levies (approximate costs):

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Units 1 &amp; 2 Elective Levy Charge</th>
<th>Units 3 &amp; 4 Elective Levy Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>$95</td>
<td>$95</td>
</tr>
<tr>
<td>Dance</td>
<td>$20</td>
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<tr>
<td>Design Technology</td>
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<tr>
<td>Drama</td>
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<td>Food Technology</td>
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<tr>
<td>Media Studies</td>
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<tr>
<td>Music Performance</td>
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<td>$30</td>
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<tr>
<td>Studio Arts</td>
<td>$95</td>
<td>$95</td>
</tr>
<tr>
<td>Visual Communication &amp; Design</td>
<td>$95</td>
<td>$95</td>
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<tr>
<td>Biology</td>
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<td>$50</td>
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<tr>
<td>Chemistry</td>
<td>$30</td>
<td>$30</td>
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<tr>
<td>Physics</td>
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<td>$25</td>
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<tr>
<td>Psychology</td>
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<td>$25</td>
</tr>
<tr>
<td>Information Technology</td>
<td>$25</td>
<td>$25</td>
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<tr>
<td>Outdoor Education (with possible Additional charges)</td>
<td>$760</td>
<td>$760</td>
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### PAYMENT OF COURSE COSTS:

<table>
<thead>
<tr>
<th>Year 10 2012 Course Confirmation Day:</th>
<th>21st October 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11 2012 Course Confirmation Days:</td>
<td>24th November 2011</td>
</tr>
<tr>
<td></td>
<td>25th November 2011</td>
</tr>
<tr>
<td>Year 12 2012 Course Confirmation Days:</td>
<td>14th November 2011</td>
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<tr>
<td></td>
<td>15th November 2011</td>
</tr>
<tr>
<td>Year 10 2012 Course Finalisation Days:</td>
<td>2nd November 2011</td>
</tr>
<tr>
<td></td>
<td>3rd November 2011</td>
</tr>
<tr>
<td>Year 11 2012 Course Finalisation Day:</td>
<td>5th December 2011</td>
</tr>
<tr>
<td>Year 12 2012 Course Finalisation Days:</td>
<td>21st November 2011</td>
</tr>
<tr>
<td></td>
<td>22nd November 2011</td>
</tr>
</tbody>
</table>
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 program, 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 2011.

VET COSTS:

Any student interested in a VET subject should discuss this with Ms Jo Prosser, Student Pathways Coordinator, and indicate their interest clearly on their Selection Form.

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 $50 is due by 13th September 2011.

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

<table>
<thead>
<tr>
<th>Area of Learning</th>
<th>Subjects</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Arts</strong></td>
<td>Art&lt;br&gt;Dance&lt;br&gt;Drama&lt;br&gt;Media&lt;br&gt;Music Performance&lt;br&gt;Studio Arts&lt;br&gt;Visual Communication &amp; Design (Graphics)</td>
<td>41&lt;br&gt;46&lt;br&gt;48&lt;br&gt;69&lt;br&gt;70&lt;br&gt;76&lt;br&gt;77</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>English/English as a Second Language (ESL)&lt;br&gt;Literature&lt;br&gt;Foundation English</td>
<td>51&lt;br&gt;64&lt;br&gt;52</td>
</tr>
<tr>
<td><strong>Health &amp; Human Development</strong></td>
<td>Health &amp; Human Development&lt;br&gt;Outdoor &amp; Environmental Studies&lt;br&gt;Physical Education</td>
<td>57&lt;br&gt;71&lt;br&gt;72</td>
</tr>
<tr>
<td><strong>LOTE (Languages Other Than English)</strong></td>
<td>Chinese&lt;br&gt;German&lt;br&gt;Indonesian</td>
<td>45&lt;br&gt;56&lt;br&gt;59</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>General Information&lt;br&gt;Foundation Mathematics (Units 1 and 2)&lt;br&gt;General Mathematics (Units 1 and 2)&lt;br&gt;Mathematical Methods CAS (Units 1 and 2)&lt;br&gt;General Specialist Mathematics (Units 1 and 2)&lt;br&gt;Further Mathematics (Units 3 and 4)&lt;br&gt;Mathematical Methods CAS (Units 3 and 4)&lt;br&gt;Specialist Mathematics (Units 3 and 4)</td>
<td>65&lt;br&gt;66&lt;br&gt;66&lt;br&gt;66&lt;br&gt;67&lt;br&gt;68&lt;br&gt;68&lt;br&gt;68</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Biology&lt;br&gt;Chemistry&lt;br&gt;Physics&lt;br&gt;Psychology</td>
<td>42&lt;br&gt;44&lt;br&gt;73&lt;br&gt;75</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>Accounting&lt;br&gt;Business Management&lt;br&gt;Economics&lt;br&gt;Geography&lt;br&gt;History&lt;br&gt;Legal Studies&lt;br&gt;Political Studies</td>
<td>40&lt;br&gt;43&lt;br&gt;49&lt;br&gt;54&lt;br&gt;58&lt;br&gt;62&lt;br&gt;74</td>
</tr>
<tr>
<td><strong>Technology Studies</strong></td>
<td>Design &amp; Technology&lt;br&gt;Food &amp; Technology&lt;br&gt;Information &amp; Communication Technology</td>
<td>47&lt;br&gt;53&lt;br&gt;60</td>
</tr>
</tbody>
</table>

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# Areas of Learning—continued

<table>
<thead>
<tr>
<th>Area of Learning</th>
<th>Subjects</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET (Vocational Education Training)</td>
<td>General Information</td>
<td>78-79</td>
</tr>
<tr>
<td></td>
<td>Acting (Stage) Certificate II</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Agriculture Certificate II</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>Airbrushing Cert II</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>Animal Studies Cert III</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Applied Fashion Design &amp; Technology Certificate II</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>Automotive Studies – Mech/Paint &amp; Panel Cert II</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>Beauty Services Certificate III</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>Building &amp; Construction Certificate II</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>Business Cert II</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>Children’s Services Cert III</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>CISCO</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>Civil Construction Cert II</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>Community Recreation Certificate II</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Community Services Certificate II</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Computer Assembly &amp; Repair Cert II</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Conservation &amp; Land Management Cert II</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Dance—Certificate II</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Electrotechnology Career start Cert II</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>Engineering Studies Certificate II</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>Equine Industry Certificate II</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>Event Management Cert III</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Furniture Making Certificate II</td>
<td>101</td>
</tr>
<tr>
<td></td>
<td>Hairdressing Certificate II</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>Health &amp; Community Care Cert III</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>Horticulture Landscaping/Parks &amp; Gardens/Turf / Production</td>
<td>104 - 107</td>
</tr>
<tr>
<td></td>
<td>Hospitality Cert II</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>Hospitality (Kitchen Operations) Certificate II</td>
<td>109</td>
</tr>
<tr>
<td></td>
<td>Hospitality (Patisserie Stream) Cert II</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td>Information Technology Certificate II</td>
<td>111</td>
</tr>
<tr>
<td></td>
<td>Information Technology Games Creation Cert III</td>
<td>112</td>
</tr>
<tr>
<td></td>
<td>Interactive Digital Media (Animation) Cert III</td>
<td>113</td>
</tr>
<tr>
<td></td>
<td>Interactive Digital Media (Multimedia) Cert III</td>
<td>114</td>
</tr>
<tr>
<td></td>
<td>Justice Certificate IV</td>
<td>115</td>
</tr>
<tr>
<td></td>
<td>Laboratory Skills Certificate III</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>Makeup Services Cert II</td>
<td>117</td>
</tr>
<tr>
<td></td>
<td>Music Industry (Music Performance) Certificate III</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td>Music Industry (Technical Production) Cert III</td>
<td>119</td>
</tr>
<tr>
<td></td>
<td>Outdoor Recreation Certificate II</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>Plumbing Cert II</td>
<td>121</td>
</tr>
<tr>
<td></td>
<td>Residential drafting Certificate IV</td>
<td>122</td>
</tr>
<tr>
<td></td>
<td>Retail Cert II</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>Retail Makeup &amp; Skin care Cert II</td>
<td>124</td>
</tr>
<tr>
<td></td>
<td>Specialist Makeup Diploma</td>
<td>125</td>
</tr>
<tr>
<td></td>
<td>Telecommunications – Cabling Cert II</td>
<td>126</td>
</tr>
<tr>
<td></td>
<td>Tourism &amp; Events Certificate III</td>
<td>127</td>
</tr>
<tr>
<td></td>
<td>Welding &amp; Fabrication Cert II</td>
<td>128</td>
</tr>
<tr>
<td>VCAL Units</td>
<td>Literacy Skills - Senior Reading &amp; Writing</td>
<td>129</td>
</tr>
<tr>
<td></td>
<td>Literacy Skills - Senior Oral Communication</td>
<td>130</td>
</tr>
<tr>
<td></td>
<td>Numeracy Skills - Senior</td>
<td>131</td>
</tr>
<tr>
<td></td>
<td>Work Related Skills Intermediate Units 1 &amp; 2</td>
<td>132</td>
</tr>
<tr>
<td></td>
<td>Work Related Skills Senior Units 1 &amp; 2</td>
<td>133</td>
</tr>
<tr>
<td></td>
<td>Personal Development Skills Intermediate Unit 1</td>
<td>134</td>
</tr>
<tr>
<td></td>
<td>Personal Development Skills Intermediate Unit 2</td>
<td>135</td>
</tr>
<tr>
<td></td>
<td>Personal Development Skills Senior Unit 1</td>
<td>136</td>
</tr>
<tr>
<td></td>
<td>Personal Development Skills Senior Unit 2</td>
<td>137</td>
</tr>
</tbody>
</table>

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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.
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 $95.00 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.
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.
**Dance**

Dance is the language of movement. It is the realisation of the body's potential as an instrument of expression. Throughout history and in different cultures, people have explored the dancer's ability to communicate and give expression to social and personal experience. The study of dance provides the opportunity to explore the potential of movement as a medium of creative expression through diverse approaches.

This study is designed to develop students' understanding and appreciation of dance as an art form that is based on the investigation and communication of ideas, themes and concepts. The potential range of expressive intentions that a choreographer, alone or in collaboration with others, can explore is extensive. The elements or formation of movement itself can be the source of inspiration as can personal life experience, or observations of and reflection on the world we live in.

The study focuses on development of students’ technical and physical skills, personal movement vocabulary, and application of choreographic and analytical principles. Students create and perform their own dance works as well as studying the dance works of others through performance and analysis. They consider cultural influences on the expressive intention, form and movement vocabulary of their own dances and also on works created by choreographers working in a range of styles and/or traditions. Cultural influences on technical and production aspects in dance works are also studied.

**Structure:** The study is made up of four units:

**Unit 1:**
In this unit students explore the potential of the body as an instrument of expression. They learn about and develop technical and physical skills. Students discover the diverse range of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary.

**Unit 2:**
This unit focuses on expanding students’ personal movement vocabulary and choreographic skills through the exploration of the elements of movement; time, space (including shape) and energy and the study of form. Students apply their understanding of form and the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others.

**Unit 3:**
This unit focuses on choreography, rehearsal and performance of a solo dance work and involves the physical execution of a diverse range of body actions and use of technical and performance skills. Students also learn a group dance work created by another choreographer. The dance-making and performance processes involved in choreographing, rehearsing and performing the solo dance work, and learning, rehearsing and performing the learnt group dance work are analysed.

**Unit 4:**
This unit focuses on choreography, rehearsal and performance of a unified solo dance work which has a beginning, development/s and resolution. When rehearsing and performing this work students focus on expressive and accurate execution of choreographic variations of spatial organisation and demonstration of performance skills. Students also document and analyse the dance-making and performance processes involved in the choreography, rehearsal and performance of the unified solo dance work.

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

It is recommended that students have three to four years dance and/or movement experience prior to the commencement of VCE Dance. This experience might focus on a specific dance style or could involve development of a personal movement vocabulary.

**Cost:**
Dance Units 1 -4: A condition of acceptance into this course is payment of a materials charge of approx. $20 due by Course Finalisation Day.
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.

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. $100 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.

The College is offering students the opportunity to study Design and Technology under four strands in Units 1 & 2 for 2012: (1) Wood  (2) Metal  (3) Textiles or  (4) Ceramics.
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. $20 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.
FOUNDATION ENGLISH

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. $295.00 (Units 1 & 2) or $200.00 (Units 3 & 4) 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.
Geography continued…

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.
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 society’s 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.
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.

To enhance student learning and understanding of the legal system, Year 11 and 12 students visit a court room and a working prison where they can experience the legal system 'first hand'.

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.
Legal Studies continued ..

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

Unit 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 enables 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 include abstracting, providing, applying, investigating, modelling and problem solving. This study is designed to provide access to worthwhile and challenging mathematical learning in a way 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 Year 11, who need mathematical skills to support VCE and VCAL subjects, including VET studies and who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics the following year.

Provision of this course is intended to complement General Mathematics and Mathematical Methods (CAS). It is specially designed for those students who are not provide for in these two courses, but who are required to complete a Maths subject at Year 11.

In Foundation Mathematics, there is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. Students are encouraged to use appropriate technology in all areas of their study.

The areas of study for Units 1 and 2 of Foundation Mathematics are ‘Space, shape and design’, ‘Patterns and number’, ‘Handling data’ and ‘Measurement’.

Entry requirements:
There are no entry requirements for Foundation Mathematics Units 1 & 2, but it is not recommended for students who are not taking VCAL or VET subjects.

Pathway:
Foundation Mathematics may lead to Senior Numeracy at Year 12 but this is only available to VCAL students. Foundation Maths does not lead onto any VCE Mathematics subjects in 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.
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. $90.00 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.
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. Students must also demonstrate the development of technical skill, ear training and music theory skills throughout the year.

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 basis in music theory would also be useful. 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. $30.00 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 2012. 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. They explore biomechanical principles and how they can be used to refine movement.

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.
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 Arts

Studio Arts 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 ideas and potential directions 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 directions. 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 directions generated in Unit 3. Visual and written documentation explaining how the potential directions 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 Arts Units 1-4: A condition of acceptance into this course is payment of a materials charge of approx. $95.00 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. $95.00 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 I, II or III 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 2012.

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 $50.00 is due by 13th September 2011. Final payment is to be made on course finalisation day to confirm placement, otherwise an alternative program will need to be discussed with relevant councillors. 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.

<table>
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<tr>
<th>VET PROGRAM APPROXIMATE COSTS</th>
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<tr>
<td><strong>BAND 1</strong></td>
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<td>FROM $400+</td>
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Agriculture  
Animation video  
Applied Fashion Design (Year 2)  
Automotive Technology  
Beauty Services (Year 2)  
Building & Construction  
Children's Services  
CISCO  
Civil Construction  
Community Services Work  
Computer Assembly & Repair  
Conservation & Land Mgt.  
Creative Industries (Media)  
Dance  
Electrical (career start)  
Electrotechnology  
Equine Industry  
Furniture Making  
Games Creation  
Health Services  
Horticulture  
Hospitality (Kitchen Operations)  
Hospitality  
Information Technology  
Interactive Digital Media  
Justice  
Laboratory Skills  
Music Industry  
Patisserie  
Residential Drafting  
Retail  
Telecommunications - Cabling  
Tourism & Events  

Acting  
Airbrushing  
Animal Studies  
Applied Fashion Design (Year 1)  
Community Recreation  
Engineering Studies  
Event Management  
Hairdressing (1 year)  
Make-up Services  
Outdoor Recreation  
Plumbing  
Welding & Fabrication  
Beauty Services (Year 1)  
Hairdressing  
Retail Make-up & skin care  
Specialist Makeup  

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 Ms. Jo Prosser, Student Pathways Coordinator.
VCE (VET)

ACTING (SCREEN)
- CERTIFICATE II (22070VIC)
- CERTIFICATE III (22072VIC)

Units 1-4 sequence: If you undertake Certificate II and III during your VCE years, then you can get block credit towards your ATAR.

Program
The general purpose of this course is to provide the skills, knowledge and attitudes for training in acting for film and television. The course has also been written to create career opportunities for peripheral creative industries. It also promotes pathways into tertiary education.

The first year focuses on an overview of the film and TV industry, governing bodies, film and tv careers and skills, types of auditions, audition preparation, script knowledge and development, skills and abilities for acting in front of camera. Practical filming lessons alternate between theory lessons.

The course provides opportunities to visit on set locations, practical filming lessons and sessions with industry guest speakers designed to 'meet-and-greet' those who actively work in film and television.

The second year focuses on rehearsing and performing scripts, performance in front of camera, screen tests, rehearsing and filming scenes and styles, protocols and knowledge of the film and TV industry, camera techniques and filming styles.

Students elect one extra unit of competency with each having a focus on a specific part of the industry; presenting to camera, directing, make-up, technical (camera operator, editor, lighting, CGI special effects) and audition and casting.

Career Pathways
Actor, Script Writer, Hair and Make-up Artist, Special effects make-up, Presenter, Reporter, Host, Stage Manager, Production Co-ordinator, Sound, lighting and set technician, Crew member, Director, Producer, Graphic Artist, CGI Artist, Teacher

VCAL
This program contributes to the industry strand of VCAL

Day / Time / Venue
Elisabeth Murdoch College (First Year)
Monday 4:00pm – 7:00 pm

MBCTA Youth Theatre (Second Year)
Wednesday 2pm – 5pm
VCE (VET)

AGRICULTURE – CERTIFICATE II (RTE20103)

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

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.

Day / Time / Venue

Elisabeth Murdoch College – Wednesday 1:30pm – 4:30pm.
VCE (VET)

AIRBRUSHING
-CERTIFICATE II (21724VIC)

Units 1-2 sequence. 2 credits

Program

“The airbrush is the single most versatile and powerful tool ever developed for applying colour for any application”. (Airbrush Venturi)

Airbrushing is an emerging industry in its own right. In previous decades the airbrush was a “part” of the skill set of numerous industries, but more and more there are people that do nothing BUT airbrushing... but within a wide range of larger umbrella industries such as: automotive refinishing industry, textiles industry, signwriters, gaming centres, cake decorators to name a few.

One of the most important outcomes of the course is to teach the students to explore the process of commercialising the skills they are taught with “Art to Order”.

The students will also partake in a week long “Charity Airbrushing” event which is organised for the end of the course in December. This event will see the students of the course airbrushing in a major retail site, such as a shopping centre, supermarket foyer with students airbrushing family portraits to order, caps, temporary tattoos etc.

No previous art or drawing experience is required.

Equipment and Materials

All equipment and materials are supplied in the classroom and are of the highest standard. Students do not share airbrush equipment. Each student is supplied their own individual kit of equipment (not to take home and use). There are no additional costs; other than if the students wishes to practice at home.

The equipment is professional standard and will be the same as when they go out into industry.

Each student will receive a comprehensive 480 page manual enabling them to refresh their understanding of their training year after year, once they have finished the course.

A folio is supplied for each student to care and transport their artworks to and from school.

Pathways to Industry and Employment

There are many diverse industries this skill set can lead into: Signwriting; Painting & Decorating; Visual Merchandising; Automotive Refinishing; Animation; Illustration; Fine Art; Beauty & Film Makeup; Manufacturing; Textiles; Pottery and Porcelain Restoration; Cake Decorating; Crafts.

Contribution to the VCE

Starting in 2012, students can complete a Certificate II in Airbrushing as part of their Year 11 studies and get 2 credits.

Day / Time / Venue

Elisabeth Murdoch College – Wednesday, 1pm – 5pm
Dromana Secondary College – Wednesday, 2pm – 5pm.
VCE (VET)

ANIMAL STUDIES

-CERTIFICATE III (RUv20104)

VCE Credit: 10% increment available for contribution towards the ATAR.

Program
RSPCA Victoria, in conjunction with Victoria University, is offering an opportunity for students to gain a Certificate II in Animal Studies. Expert staff who work daily in these areas, will deliver quality units of study. Practical, hands-on skills will be taught in a ‘state of the art’ training venue.

Certificate II in Animal Studies has been developed to provide general training for people wanting to work in an animal care industry and for those wanting to improve their skills, knowledge and pursue further studies in this area. Instruction around day-to-day duties and care will include feeding, maintaining hygiene and housing, grooming, observation and ensuring animal safety and well-being. There is an element of customer service, as well as providing information on products and services.

The entire course will be held at RSPCA Burwood East and will involve working hands-on with a variety of animals including dogs, cats, birds, rabbits, sheep, guinea pigs, rats, goats, horses, cows and even a goose.

The Certificate II in Animal Studies course structure is a combination of online learning, contact hours and assessment at RSPCA Burwood East. This course is run over the school holidays. All participants will receive: Work placement t-shirt. Work placement schedule prepared by RSPCA Victoria.

Topics include:
- General animal care
- Food and nutrition
- Basic First Aid
- OH&S in animal care environment

Entry requirements:
- This program is designed for young people still at school (Year 10, 11 or 12 students only to apply).
- The practical work placement and assessment will include physical activities such as walking dogs, cleaning a variety of animal enclosures and feeding. Packing and unpacking food, grooming farm animals and companion animals, store-room work and paddock care.
- You will be expected to have relevant numeracy and literacy language and communication skills and access to a computer and the Internet.
- You must also be available over four weekend days to complete your work placement assessment.

Further Details
If you require further details visit www.rspcavic.org, phone Victoria University on (03) 9919 5580, or email animalstudies@vu.edu.au

Please see Jo Prosser in the careers office for further enrolment information.
VCE (VET)

APPLIED FASHION DESIGN
AND TECHNOLOGY

-CERTIFICATE II (LMT21707)

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

Program

The VCE VET Applied Fashion Design and Technology program aims to:

- provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the fashion, clothing and related industries;
- enable participants to gain a recognised credential and make a more informed choice of vocation and career paths.

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.

Recognition within the VCAL

The VCE VET Applied Fashion Design and Technology program is available for students who are enrolled in the VCAL.

The contribution of the VCE VET Applied Fashion Design and Technology program to a student’s VCAL program is determined by the number of units of competence successfully completed. When a student has been assessed as competent in units of competence totalling 100 nominal hours, this will contribute one VCAL unit towards satisfactory completion of the VCAL.

The VCE VET Applied Fashion Design and Technology program will satisfy the eligibility requirement for the Industry Specific Skills and Work Related Skills strands.

Day / Time / Venue

Elisabeth Murdoch College – Wednesday, 1:30pm – 4:30pm or Monday, 4pm – 7pm (1st and 2nd Year)
Dromana Secondary College – Wednesday, 2pm – 5pm (1st Year)
VCE (VET)

AUTOMOTIVE STUDIES -CERTIFICATE II (22015VIC)
(Mechanical or Paint & Panel)

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

Program
Automotive studies – Mechanical - This program will offer students the opportunity to incorporate a VET Certificate II qualification with their VCE or VCAL studies. The program provides an excellent opportunity to gain employment in a wide range of automotive and marine trades. There is a growing demand for apprenticeships in this industry and employers are using this program as a benchmark when employing new apprentices.

Automotive studies – Paint & Panel - This program will offer students the opportunity to incorporate a VET Certificate II qualification with their VCE or VCAL studies. The program provides an excellent opportunity to gain employment in a wide range of automotive and marine trades. There is a growing demand for apprenticeships in this industry and employers are using this program as a benchmark when employing new apprentices. This program is focused on careers in panel beating and vehicle painting.

Training and Employment Outcomes
Mechanical - The primary purpose of this qualification is to provide a pathway for participants into a traineeship or apprenticeship in the automotive mechanical repair industry. There are several streams including: light vehicle mechanics (passenger cars and small commercial vehicles; heavy vehicle mechanics (truck, earth moving, farm machinery); and marine mechanics.

Paint & Panel - The primary purpose of this qualification is to provide a pathway for participants into a traineeship or apprenticeship in the automotive panel beating, vehicle painting or mechanical repair industry. There are several streams including: panel beating; vehicle painting; light vehicle mechanics (passenger cars and small commercial vehicles; heavy vehicle mechanics (truck, earth moving, farm machinery); and marine mechanics.

Program
This course includes the following units of competency:
- Carry out maintenance and/or component servicing operations;
- Identify automotive parts, components, accessories;
- Carry out minor repairs to electrical circuits and systems.

Structured Workplace Learning
SWL is not mandatory, however the VCAA strongly recommend a minimum of ten days work placement for this program.

Special Requirements
Students are required to have the following at all classes:
- Full overalls
- Safety work boots (steel cap)
Year 10 level of Maths and English is recommended.

Day / Time / Venue
Mount Erin Secondary College – Wednesday 1pm – 5pm (plus 1 week block)
**VCE (VET)**

**BEAUTY SERVICES - CERTIFICATE III (SIB30110)**
*(NEW COURSE FOR 2012)*

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

**Program**
This program will offer the student the opportunity to undertake a Certificate III qualification whilst completing their year 11 and year 12 VCE or VCAL studies. Study one day a week for 2 years at Chisholm Institute location Dandenong undertaking studies in waxing, manicure and pedicure, make-up and business, communications and retail.

Successful completion of this certificate can lead to employment prospects as a beautician, beauty therapist, nail technician or retail cosmetic consultant.

**Training and Employment Outcomes**

Successful completion of this certificate can lead to employment prospects as a beautician, beauty therapist, Nail Technician or Retail Cosmetic Consultant.

**Structured Workplace Learning**
40 hours industry to be organised in consultation with Chisholm Institute

**Special Requirements**
Students are required to wear closed-toe shoes.

80% attendance is required for successful completion of the program.

Entrance is via an occupational appraisal ($65). Application for appraisal form will be posted to student after application is received online. This form must be returned directly to the Hair & Beauty department. Students are selected for the course according to their aptitude rating on the occupational appraisal for beauty services.

**Day / Time / Venue**
- Chisholm, Dandenong – Wednesday, 9am – 3:30pm (ALL DAY)
- Carrum Downs Secondary College – Thursday, 12noon – 4pm
- Dromana Secondary College – Wednesday – ALL DAY (1st year)
- Dromana Secondary College - Friday – ALL DAY (2nd year)
VCE (VET)

BUILDING & CONSTRUCTION - CERTIFICATE II (21844VIC)
(Partial Completion)
(Bricklaying or Carpentry)

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

NOTE: This program provides partial completion of 21844VIC, 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.

Program
Building & Construction (Bricklaying) & Building & Construction (Carpentry) - Both of these programs will provide students the knowledge and skills to enhance their employment prospects in the building and construction industry. Upon successful completion of the VCE VET program, students have achieved approximately two-thirds of the pre-apprenticeship certificate, comprising the certificate core and some stream specific modules. This provides partial completion of 21844VIC - Certificate II in Building and Construction. Students wishing to complete the entire pre-apprenticeship certificate 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; Building; Foremanship; Building Engineering; Estimation Building; Surveying and Quantity Surveying; Drafting (architectural); Architecture; Carpenter

Special Requirements
Students are required to have the following at all classes:
- Sleeveless overalls (beige)
- Safety work boots (steel cap)
Year 10 level of Maths and English is recommended.

Structured Workplace Learning
SWL is not mandatory in this program; however the VCAA strongly recommends a minimum of ten days work placement for this program. Students will be required to have a Construction Induction Card to access building sites for work placement. On completion of the required modules, students will be issued with a Construction Induction Card from WorkSafe Victoria. Cost of the card is approx. $58.00 and is included in the materials fee.

Day / Time / Venue
Mornington Secondary College – Wednesday, 12pm – 4pm
VCE (VET)

BUSINESS
-CERTIFICATE I I (BSB20107)

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

Program
The aim of this program are to:

- Provide students with the knowledge and skills to achieve competencies that will enhance their employment prospects in the Business industry;
- Enable students to gain a recognised credential and make a more informed choice of vocational and career paths.

Program Structure
This course includes the following core units of competency:
- Work effectively in a business environment;
- produce simple word processed documents;
- identify suitability for micro business;
- organise and complete daily work activities;
- use business technology;
- participate in OHS processes

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

It is strongly recommended that students in this program undertake a minimum of 10 days of SWL.

Day / Time / Venue
Mount Erin Secondary College – Wednesday, 1:30pm – 5pm
VCE (VET)

CHILDREN’S SERVICES  
-CERTIFICATE III (CHC30708)

VCE Credit: 10% increment is available for contribution towards the ATAR.

Program

This course offers basic training for people who are seeking to work with more qualified staff in providing education programs and quality care for babies and children.

The Certificate trains students for centre-based, out of school hours, family day care and nanny roles, and caring for infants and children p to 12 years. Skills learned at the certificate III level include basic knowledge, training and understanding of child development and how to foster and support the emotional and educational wellbeing of infants and children.

Structured Workplace Learning (SWL)

Students are required to have 2 work placements of 16 and 17 days duration. These work placements will be arranged by Chisholm Institute Children’s Services staff.

Special Requirements

The Children’s Services department has indicated they may wish to interview students as part of their selection process. It is important applications for these programs are made by the due date of 31 October 2011, so interviews can be arranged.

Pathways

Career opportunities include:

- Day Care Centre Childcare Assistant
- Family Day Care Caregiver
- Kindergarten Assistant
- Nanny
- Out of School Hours or Holiday Program Assistant

Further study pathways are available in the Diploma of Children’s Services and Advanced Diploma of Children’s Services.

Day / Time / Venue

Chisholm Institute, Frankston – Wednesday, 8:30pm – 3pm (ALL DAY)
VCE (VET)

CISCO -Certified Network Academy Program

VCE Units 3 & 4: 10% increment is available for contribution towards the ATAR.

Program
This program provides VCE students with theory and practical skills in the design, construction and maintenance of small to medium sized computer networks, enhancing their employment prospects in the IT industry.

Successful completion of year 1 provides the knowledge required to obtain CISCO CCENT certification and gives 240hrs credit to Cert IV Computer Systems.

Successful completion of year 2 provides the knowledge required to obtain CISCO CCNA certification and gives 200 hrs credit to Diploma of Computer Systems Engineering.

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

Special Requirements
This program requires some mathematical abilities. Year 10 level or higher is recommended.

Day / Time / Venue
Chisholm Institute, Frankston – Wednesday, 12:30pm – 5pm (1st Year)
Chisholm Institute, Frankston – Monday and Friday, 1pm – 5pm (2nd Year – attend both days)
VCE (VET)

CIVIL CONSTRUCTION
-CERTIFICATE II (RII20709)

VCE Contribution: 10% increment is available for contribution towards the ATAR.

Program
Chisholm Institute and the Caterpillar Institute – have joined together to create this unique VETiS Civil Construction course for students interested in acquiring the skills and knowledge necessary to join the industry.

Careers in the Civil Construction Industry offer exciting opportunities across a diverse range of activities. Civil construction is recognised as a valuable component necessary for the economic development of Australia and knowledge and skills of civil construction are highly regarded. Excellent opportunities are available for those wishing to pursue a career in this industry.

Chisholm offers the entry level program at Certificate II level that offers pathways into a wide range of civil construction sectors. The VETiS program will focus on civil operations.

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

Special Requirements
Students are required to have the following at all classes:
• Safety work boots (steel cap)
• Students will use hard hats from a class set.

Year 10 level of Maths and English or higher is recommended.

Day / Time / Venue
Chisholm - To be advised.
VCE (VET)

COMMUNITY RECREATION - CERTIFICATE I I (SRC20206)

(With selected units from Certificate III)

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

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 program 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 (SWL)
SWL 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 – they will be provided with a log book to record their hours.

Day / Time / Venue
Chisholm Institute – Wednesday, 1pm – 4:30/5:00pm
Mornington Secondary College – Wednesday 12pm – 4pm
VCE (VET)

COMMUNITY SERVICES
- CERTIFICATE II (CHC20108)

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

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.

This course includes the following units of competency:
- Prepare for work in the Community sector;
- Communicate with people accessing the services of the organisation;
- Follow policies, procedures and programs of the organisation;
- Work with others

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 160 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.

Day / Time / Venue
The Peninsula School – Wednesday, 1pm – 4pm
VCE (VET)

COMPUTER ASSEMBLY & REPAIR
-CERTIFICATE II (UEE20507)
(Partial completion)

VCE Contribution: 10% increment is available for contribution towards the ATAR.

Program
This program consists of hands on building, maintaining and trouble shooting of basic PC assembly and repair.

The course is designed as a lead into the VCE/VET CISCO course.

200 hours of credit is given to Cert II Computer Assembly & Repair leaving a remaining 160 hours to complete.

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

Training and Employment Outcomes
Computer Assembly/Repair sales, help desk.

Day / Time / Venue
Chisholm Frankston – Wednesday, 12:30pm – 5pm
VCE (VET)

CONSERVATION & LAND MANAGEMENT

-CERTIFICATE II (RTD20102)

VCE Contribution: 10% increment is available for contribution towards the ATAR.

Program
The aims of the RTD20102 Certificate II in Conservation and Land Management program are to:

- Provide participants with the knowledge and skills to achieve units of competence that will enhance their employment prospects in the Conservation and Land Management fields of park ranger, bush crew or revegetation crew worker, natural reserve area worker, water quality worker, ecotourism worker/operator
- Provide students with a pathway to pursue further study in a Certificate IV in conservation and Land Management
- Enable participants to gain a recognised qualification and make a more informed choice of vocation and career paths

Classes are conducted using a mixture of practical and theoretical sessions, and it is expected students will arrive for class equipped with safety boots and suitable clothing for practical outdoors work.

Structured Workplace Learning (SWL)
SWL is not mandated in this program, however the VCAA strongly recommend all VET students undertake some work placement. The VCAA strongly recommends a minimum of 200 hours work placement for this program.

Training and Employment Outcomes
This course provides students with a clear pathway to employment and further education through a Certificate IV in Conservation and Land Management.

Employment opportunities include:

- Park Ranger
- Bush Crew Worker
- Natural Area Worker
- Revegetation Crew Worker
- Landcare Worker
- Ecotourism Worker/Operator
- Water Management Worker

Students will be encouraged to further their education through a Certificate IV level qualification in this field.

Special Requirements
Students are required to have safety footwear for every lesson.
Sunscreen and a hat is also recommended.

Day / Time / Venue
Chisholm Frankston – Wednesday, 8:30am – 4pm
VCE (VET)

DANCE - CERTIFICATE II (21764VIC)

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

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 Performing Arts 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.

Day / Time / Venue
Elisabeth Murdoch Secondary College – Wednesday, 1:30pm – 4pm
VCE (VET)

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

VCE Contribution: 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.

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

Pathway
Successful students can continue with the Advanced Diploma of Electronics Engineering.

Employment opportunities exist in the electrical trades and in electronic installation, testing, repair or sales, working on audio systems, video systems, car electronic accessories, electronic ticketing systems, and vehicle engine management systems and computer interfacing.

Special Requirements
Students are required to have the following for every lesson:
- Safety work boots/shoes
- Short/long sleeved shirt (no singlets)
- Chisholm will provide safety glasses

Day / Time / Venue
Chisholm Frankston – Friday, 9:00am – 3:30pm (all day)
VCE (VET)

ENGINEERING STUDIES - CERTIFICATE II (22019VIC)

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.

This program will enable participants to gain a recognised credential and make a more informed choice of vocation and career paths as well as expose them to two trade areas, fitting and turning, and fabrication.

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. VCAL – up to 200 hours of accredited training for both first and second years of the program.

Day / Time / Venue
Chisholm Frankston - Wednesday, 1pm – 5pm
VCE (VET)

EQUINE INDUSTRY – CERTIFICATE II (21908VIC)

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

Program

The aim of this program is to provide 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 Ayre 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 textbook is required.

4. Students are required to undertake a Level One First Aid Certificate.

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

The program is delivered by the Hillcrest College.

Day / Time / Venue
Mount Eliza Secondary College - Wednesday, 3:30pm – 5pm
Program

This qualification provides the skills and knowledge for an individual to be competent in an administrative or operational events support role. Event organisation and management takes place across the full spectrum of business and community activity. The qualification has particular relevance in the community, cultural, hospitality, sporting and tourism sectors.

Individuals with this qualification are able to work in a range of organisations where event management takes place. Examples include professional conference organisers, exhibition and event management companies, sporting associations, community organisations, hospitality and cultural venues.

Special Requirements:
Students will need to:
- Write effective assignments
- Be committed to learning
- Have a genuine respect for all people, including yourself

Applicants will be required to wear a name tag (provided by NIET) and their attire should follow the dress code of the facility on practical placement days. Applicants will also be required to abide by the code of practice of the facility; this will be discussed with applicants upon registration.

Pathways
On successful completion of this program you will receive Certificate III in Event Management which may lead to work in a broad range of employment opportunities including conference centres, reception centres, wineries and accommodation venues.

Day / Time / Venue
Nepean Industry Edge Training (NIET), Frankston - Wednesday, 1pm – 4pm
VCE (VET)

FURNISHING MAKING
-CERTIFICATE II (LMF20309)

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 construction industry. Students will gain a recognised credential and make a more informed choice of vocation and career paths.

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

Structured Workplace Learning (SWL)

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

The VCAA strongly recommend SWL for the VCE VET Furnishing program, however duration of the work placement is at the principal’s discretion. Hours spent in the workplace should be documented as a contribution to the completion of the industry placement module, in order to facilitate credit if the student wishes to complete the full certificate later.

Special Requirements

Students will require the following for all classes:

- Sleeveless overalls (beige), long or short sleeved shirt under overalls;
- Safety work boots;
- Safety equipment – ear muffs and safety glasses can be provided by student, or can be purchased from Chisholm Institute;
  - Ear muffs AS/NZS 1269.3 Class 5
  - Safety glasses AS/NZS 1337
  - Students with long hair are required to supply a suitable hair restrain

Year 10 level of Maths and English is recommended.

Day / Time / Venue

Carrum Downs Secondary College - Wednesday, 12:00pm – 4pm
VCE (VET)

HAIRDRESSING
-CERTIFICATE II (WRH201060)

VCE Contribution: 10% increment is available for contribution towards the 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.

Structured Workplace Learning (SWL)
40 hours industry placement to be organised in consultation with Chisholm Institute.

Pathway
Articulates to Cert III Hairdressing (apprenticeship). Possible job outcomes exist as an apprentice hairdresser or sales representative.

Special Requirements
Students are required to wear closed-toe shoes.

80% attendance is required for successful completion of the program.

Entrance is via an occupational appraisal ($65). An application for appraisal form will be posted to the student after application is received online. This form must be returned directly to the Hair & Beauty department. Students are selected for the course according to their aptitude rating on the occupational appraisal for beauty services.

Day / Time / Venue
Mount Erin Secondary College – Wednesdays & Fridays, 8:30am – 4:30pm (All Day)
VCE (VET)

HEALTH & COMMUNITY CARE
-CERTIFICATE III
(HLT32407 – Cert III in Allied Health Assistance)
(CHC30308 – Cert III in Home & Community Care)
(HLT32507 – Cert III in Health Support Service)
(partial completion of above certificates)

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

Program
This program aims to develop skills that will lead to a range of career options in the health industry. The units have been selected to give breadth of delivery and outcomes into further study and employment including: home and community care, health services assistant, aged care, mental health, massage therapy and allied health assistance. The program will also provide a pathway into diploma level courses in remedial massage, myotherapy, nursing and community services. Students will be trained by industry professionals who have many years experience working in these sectors and use our specialised training facilities and simulation laboratories.

In the first year students will also gain a Certificate level II First Aid and Certificate in Food Handling.

The program will provide partial completion of the Certificate III in Allied Health Assistance, Certificate III in Home and Community Care and Certificate III in Health Support Services. Students who successfully complete this VET in Schools program will have advanced standing in further Certificate III/IV study and be highly regarded for entry into Diploma level courses.

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
The primary purpose of this program is to provide a pathway into further study. The units study have been selected based on commonality across qualifications leading to study in the following:

- Certificate III in Aged Care
- Certificate IV in Allied Health Assistance
- Certificate III in Community Services
- Certificate IV in Disability
- Certificate III Health Services Assistant
- Certificate III in Home and Community Care
- Certificate IV in Massage Therapy
- Certificate IV in Mental Health
- Certificate III in Pathology
- Certificate IV Theatre Technician

And further study in:
- Diploma of Remedial Massage
- Advance Diploma of Myotherapy
- Diploma of Nursing
- Diploma of Community Services/Mental Health/Alcohol and other drugs

Day / Time / Venue
Chisholm, Frankston – Wednesday, 1pm – 5pm
VCE (VET)

HORTICULTURE (Landscaping) - CERTIFICATE II (RTF20403)

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

**Program**
This program provides students with accredited training that leads to the award, Certificate II Horticulture (Landscaping). Delivery of the course is based across 24 months, which sees students obtaining a number of industry based skills that will prepare them for entry into this dynamic industry. The course provides exposure to the main facets of the landscape industries with an emphasis on transferable skills which allow for movement into other areas of the horticulture industry.

Classes are conducted using a mixture of practical and theoretical sessions with a substantial component of project work, and it is expected students will arrive for class equipped with safety boots and suitable clothing for practical work. Students who complete this course will be well equipped to enter the horticultural industry as a landscape labourer, but will also be well placed to articulate to an apprenticeship position.

**Training and Employment Outcomes**
Completion of the Certificate II in Horticulture (Landscaping) allows students to proceed into the industry as an apprentice in the following area:
- **Landscape Construction** Training in this area provides transferable skills which are also relevant to apprenticeships in:
  - Parks and Gardens
  - Water Connection and Management
  - Building and Construction

**Structured Workplace Learning (SWL)**
A minimum of 200 hours of SWL is required for this program, however 120 hours is provided by Chisholm in a simulated workplace environment. Students need to complete 80 hours of SWL to make up the full 200 hours. It is recommended students time their SWL to experience different seasonal conditions if possible.

**Special Requirements**
- Students are required to have safety footwear for every lesson
- Sunscreen and a hat is also recommended

**Day / Time / Venue**
Chisholm, Frankston – Friday, 8:30am – 4pm (All Day)
VCE (VET)

HORTICULTURE (Parks and Gardens) - CERTIFICATE II (RTF20703)

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

Program
This program provides students with accredited training that leads to the award, Certificate II Horticulture (Parks and Gardens). Delivery of the course is based across a two year period, which sees students obtaining a number of industry based skills that will prepare them for entry into this dynamic industry. The course has a generic theme, which provides exposure to the main facets of the parks, nursery and landscape industries contained within the general sphere of horticulture.

Classes are conducted using a mixture of practical and theoretical sessions and it is expected students will arrive for class equipped with safety boots and suitable clothing for practical work. Students who complete this course will be well equipped to enter the horticultural industry as a general hand, but will also be well placed to articulate to an apprenticeship position.

Training and Employment Outcomes
Completion of the Certificate II in Horticulture (Parks and Gardens) allows students to proceed into the industry as an apprentice in one of the following areas:
- Parks and Gardens
- Turf Management
- Tree Surgery
- Nursery – Retail or Wholesale
- Fruit and Vegetable Production
- Landscape Construction

Training in this area provides transferable skills which are also relevant to further study and employment in the area of Conservation and Land Management.

Structured Workplace Learning (SWL)
A minimum of 200 hours of SWL is required for this program, however 120 hours is provided by Chisholm in a simulated workplace environment. Students need to complete 80 hours of SWL to make up the full 200 hours. It is recommended students time their SWL to experience different seasonal conditions if possible.

Special Requirements
- Students are required to have safety footwear for every lesson
- Sunscreen and a hat is also recommended

Day / Time / Venue
Chisholm, Frankston – Friday, 8:30am – 4pm (All Day)
VCE (VET)

HORTICULTURE (Production)
- CERTIFICATE II (RTF20603)

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

Program
This program provides students with accredited training that leads to the award, Certificate II Horticulture (Production). Delivery of the course is based across a two year period, which sees students obtaining a number of industry based skills that will prepare them for entry into this dynamic industry. The course provides exposure to the main facets of the plant nursery and vegetable growing sectors with an emphasis on transferable skills which allow students to move into other areas of the wider horticulture industry.

Classes are conducted using a mixture of practical and theoretical sessions with a substantial component of project work, and it is expected students will arrive for class equipped with safety boots and suitable clothing for practical work. Students who complete this course will be well equipped to enter the horticulture industry as a nursery or grower’s assistant, but will also be well placed to articulate to an apprenticeship position.

Training and Employment Outcomes
Completion of the Certificate II in Horticulture (Production) allows students to proceed into the industry as an apprentice in one of the following areas:
- Wholesale Nursery
- Vegetable growing
- Fruit Growing
- Retail Nursery

Training in this area provides transferable skills which are also relevant to further study and employment in the area of Conservation and Land Management.

Structured Workplace Learning (SWL)
A minimum of 200 hours of SWL is required for this program, however 120 hours is provided by Chisholm in a simulated workplace environment. Students need to complete 80 hours of SWL to make up the full 200 hours. It is recommended students time their SWL to experience different seasonal conditions if possible.

Special Requirements
- Students are required to have safety footwear for every lesson
- Sunscreen and a hat is also recommended

Day / Time / Venue
Chisholm, Cranbourne – Friday, 8:30am – 4pm (All Day)
VCE (VET)

HORTICULTURE (Turf) - CERTIFICATE II (RTF20703)

VCE Units: 10% increment available for contribution towards the ATAR.

Program
This program provides students with accredited training that leads to the award Certificate II in Horticulture (Turf). Delivery of the course is based across a two year period, which sees students obtaining a number of industry based skills that will prepare them for entry into this dynamic industry. The course provides exposure to the main facets of the turf industry contained within the general sphere of horticulture.

Classes are conducted using a mixture of practical and theoretical sessions, and it is expected students will arrive for class equipped with safety boots and suitable clothing for practical work. Students who complete this course will be well equipped to enter the horticultural industry as a general hand, but will also be well placed to articulate to an apprenticeship position.

Training and Employment Outcomes
Completion of the Certificate II in Horticulture (Parks and Gardens) allows students to proceed into the industry as an apprentice in one of the following areas:
- Golf courses
- Sports fields

Structured Workplace Learning (SWL)
A minimum of 200 hours of SWL is required for this program, however 120 hours is provided by Chisholm in a simulated workplace environment. Students need to complete 80 hours of SWL to make up the full 200 hours. It is recommended students time their SWL to experience different seasonal conditions if possible.

Special Requirements
- Students are required to have safety footwear for every lesson
- Sunscreen and a hat is also recommended

Day / Time / Venue
Chisholm, Frankston – Friday, 9am – 4pm (All Day)
VCE (VET)

HOSPITALITY -CERTIFICATE II (SIT20207)
(with selected units from Hospitality Cert III SIT30707)

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

Program
The qualification is designed to reflect the role of employees who perform a range of tasks in hospitality establishments. Students who complete the full VCE/VET program will receive Certificate II in Hospitality and a Statement of Attainment for additional units of competence providing credit towards other hospitality qualifications including apprenticeships and traineeships.

Special Requirements
Details of uniform requirements, equipment and textbooks to be purchased by the student will be provided prior to commencement in 2012.

Structured Workplace Learning (SWL)
SWL is not mandated in this program, however the VCAA strongly recommend all VET students undertake some work placement. The VCAA strongly recommend 20 days SWL for this program.

Pathway
Further training opportunities in apprenticeship/traineeship in hospitality or hospitality management, or dual award studies in Diploma of Hospitality Management/Diploma of Events Management.

Employment opportunities can include:
- Hotels or Motels
- Gaming Venues
- Nightclubs
- Cafes
- Function Centres
- Restaurants

Day / Time / Venue
Mount Erin Secondary College – Wednesday, 1:30pm – 6:30pm
VCE (VET)

HOSPITALITY (Kitchen Operations)
-CERTIFICATE II (SIT20307)

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

Program
The qualification is designed to reflect the role of employees who perform a range of tasks in hospitality establishments. Students who complete the full VCE/VET program will receive Certificate II in Hospitality (Kitchen Operations). This can lead to other Hospitality qualifications including apprenticeships and traineeships.

Structured Workplace Learning (SWL)
SWL is not mandated in this program, however the VCAA strongly recommend all VET students undertake some work placement. The VCAA strongly recommend 20 days SWL for this program.

Pathway
Further training opportunities in apprenticeship/traineeship in hospitality or hospitality management, or dual award studies in Diploma of Hospitality Management/Diploma of Events Management.

Employment opportunities can include:
- Hotels or Motels
- Gaming Venues
- Nightclubs
- Cafes
- Function Centres
- Restaurants

Special Requirements
Details of uniform requirements, equipment and textbooks to be purchased by the student will be provided prior to commencement in 2012.

Day / Time / Venue
Chisholm, Frankston – Wednesday, 2pm – 8:30pm (1st year)
Wednesday, 3pm – 9:30pm (2nd year)
VCE (VET)

HOSPITALITY (Kitchen Operations)  
- PATISSERIE STREAM  
- CERTIFICATE II (SIT20307)

VCE Units: 10% increment available for contribution towards the ATAR.

Program
This program is designed to introduce students to patisserie (cakes and pastries) cooking and provide the skills to work in a range of hospitality establishments. Students who complete the full program will receive Certificate II in Hospitality (Kitchen Operations) – Patisserie stream. This can lead to other hospitality qualifications including apprenticeships and traineeships.

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

Pathway
Further training opportunities in apprenticeship/traineeship in hospitality or hospitality management, or dual award studies in Diploma of Hospitality Management/Diploma of Events Management.

Employment opportunities can include:
- Hotels or Motels
- Gaming Venues
- Nightclubs
- Cafes
- Function Centres
- Restaurants

Special Requirements
Details of uniform requirements, equipment and textbooks to be purchased by the student will be provided prior to commencement in 2012.

Day / Time / Venue
Chisholm – Frankston – Wednesday, 9am – 4pm
VCE (VET)

INFORMATION TECHNOLOGY - CERTIFICATE II (ICA20105)
With Selected Units from Cert III (ICA30105)

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

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.

Day / Time / Venue

To be advised.
VCE (VET)

INFORMATION TECHNOLOGY
(Games Creation)
-CERTIFICATE III (ICA30105)

VCE Units: 10% increment available for contribution towards the ATAR.

The Certificate III in Information Technology (Games Creation) program is designed to introduce and engage enthusiastic and passionate students to the game industry. The course will cover basic computer hardware, OH&S, digital imaging and building a gaming website through the use of hypertext mark up language (HTML). Students will also be taught web administration as well as the advanced features of Microsoft Office 2010. At this level, the emphasis is on simple game design.

Training & Employment Outcomes
The Certificate III in Information Technology (Games Creation) program is an ideal introduction to enter the world of game development. Completing this certificate course provides a pathways or entry level program for the higher level Certificate IV and into the Diploma.

The three main roles in the games industry are:
- Games Designer
- Games Programmer
- Games Artist

This program prepares students for employment operating under supervision as a junior games developer in the IT, multimedia and games industry.

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 some work placement

Day / Time / Venue
Chisholm Frankston – Wednesday, 1pm – 6pm
**VCE (VET)**

**INTERACTIVE DIGITAL MEDIA**

**MEDIA (Animation Video)**
- **CERTIFICATE III (CUF30107)**

**VCE Units:** 10% increment available for contribution towards the ATAR.

**Program**

This program allows students to complete units from the Certificate III in Media (Animation Video). The first year of the course delivered at Dandenong campus incorporates traditional 2D animation techniques combined with digital technology. The second year delivered at Frankston campus, deals with video animation techniques such as pixilation and claymation. Both years utilise industry standard digital formats to produce animation, video editing and sound effects using Apple Mac computers.

Character art and storyboard ideas are considered an important part of the animation process. The program is primarily aimed at students interested in artistic solutions to animation. The course will also complement studies in web design and multimedia and lead to further studies in the Advanced Diploma in Screen & Media or the Bachelor of Interactive Media Design.

**Structured Workplace Learning (SWL)**

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

**Training & Employment Outcomes**

Students successfully completing the two year program will receive the Certificate III in Media (Animation Video). Successful completion will assist students to operate as an assistant to the design industry and pathways into Certificate IV, Diploma and Advanced Diploma in Arts Multimedia.

**Special Requirements**

An interest in animation and video design.

Students are required to purchase an external video hard drive of at least 500 GB.

**Day / Time / Venue**

Chisholm, Dandenong – Friday, 8:30am – 2:30pm (1st year) ALL DAY
Chisholm, Frankston - Tuesday, 9am – 4pm (2nd year) ALL DAY
VCE (VET)
INTERACTIVE DIGITAL MEDIA

MEDIA (Multimedia)
-CERTIFICATE III (CUF30107)

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

Program
The Certificate III in Media course equips students to work as an assistant in the multimedia and design industries. The course delivery uses industry relevant computer equipment and is also delivered by current industry practitioners. An important focus of the course is to develop employability skills in the areas of communication, problem solving, initiative and enterprise, self management, working in teams and planning and organisation.

Study in this area can lead to higher qualifications in either an Advanced Diploma, Diploma or Certificate IV in Screen and Media or Graphic Design or the Bachelor of Interactive Media Design.

Structured Workplace Learning (SWL)
SWL is not mandated in this program, however the VCAA strongly recommend all VET students undertake some work placement. The VCAA strongly recommend a minimum of 10 days.

Training & Employment Outcomes
Completion of the Certificate III in Media (Multimedia) allows students to proceed into further study that may lead to jobs the industry in one of the following areas:
- Designer
- Graphic Designer
- Multimedia Design
- Assistant Webmaster
- Web Designer
- Multimedia Developer
- Multimedia Artist

Special Requirements
Students are required to purchase an external video hard drive of at least 500 GB.

Contribution to VCE/VCAL
**VCE:** Students undertaking the VCE VET Interactive Digital Media are eligible for credit of up to four VCE VET units on their VCE statement of results – two units at Unit 1-2 level and a Unit 3-4 sequence.
A Study Score is available for this program. Students wishing to receive an ATAR contribution for VCE VET Interactive Digital Media must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

**VCAL:** Up to 180 hours of accredited training for the first year of the program; Up to 225 hours of accredited training for the second year of the program.

Day / Time / Venue
Chisholm Frankston – Tuesday, 4pm – 9pm (1st year)
- Wednesday, 4pm – 9pm (2nd year)
VCE (VET)

JUSTICE - CERTIFICATE IV (217920VIC)  
(Partial Completion)

VCE Units: 10% increment available for contribution towards the ATAR.

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.

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.

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. It is important that applications for these programs are made by the due date of 31 October 2011, so interviews can be arranged.

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

Day / Time / Venue
Chisholm Frankston – Wednesday, 9am – 4pm
**VCE (VET)**

**LABORATORY SKILLS - CERTIFICATE III (MSL30109)**

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

**Program**

Combining VCE studies with a Certificate III in Laboratory Skills give students the opportunity to enhance their school-based learning with applied skills through Chisholm’s laboratory and simulated workplace learning facilities. This program prepares students for a range of science course and science based industries including: biotechnology, nano-technology, pathology, and forensic science. Certificate III in Laboratory Skills is designed to provide access to a range of career paths as well as assist with higher level tertiary technical based learning.

**Training and Employment Outcomes**

The skills acquired in the Certificate III may translate to both immediate employment in laboratory technology, process manufacturing and other scientific occupations as well as provide an excellent base of applied scientific skills for further studies at TAFE or University. Successful students may go on to gain further credits in Certificate IV in Laboratory Techniques, or a Diploma in Laboratory Technology or related applied science courses. The program provides access to a range of career opportunities including analytical laboratory technician, pathology technician, school or industry-based technician.

**Special Requirements**

The program is delivered over two years.
- It is preferred students be enrolled in VCE Chemistry. Otherwise an interview is required.
- VCE Biology is an advantage. Extra assignments may be arranged for students to gain the underpinning skills and knowledge.
- All competencies are assessed by Chisholm in consultation with secondary college staff who support the training by assisting students to check off tasks in their log books.
- Year 10 students wishing to undertake the program will require an interview.
- Students are provided with laboratory coat, gown and safety glasses on loan as required.
- Students are required to purchase a laboratory duplicate log record book and permanent marker pen.
- Reference material will be provided in written or electronic format to support student learning.

**Structured Workplace Learning**

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

**Day / Time / Venue**

Chisholm Frankston – Wednesday, 1:30pm – 5:30pm
VCE(VET)

MAKE-UP SERVICES
CERTIFICATE II (WRB20204)

VCE Units: 10% increment available for contribution towards the ATAR.

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 Beauty industry and 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:
- Design and apply make-up
- Apply techniques to update beauty industry knowledge
- Conduct financial transactions
- Design and apply remedial camouflage
- Search and assess online business information

Structured Workplace Learning
Work placement is an important part of any VET program and provides:
- Enhancement of skills
- Practical application of industry knowledge
- Increased employment opportunities

It is required that students undertake 40 hours of Work Placement which provides the opportunity to demonstrate competencies acquired on the job.

General Career Pathways
- Makeup Artist
- Beauty Therapist
- Trainer
- Cosmetic Consultant
- Beautician
- Nail technician

Day / Time / Venue
To be advised.
VCE(VET)

MUSIC INDUSTRY
(Music Performance)
-CERTIFICATE III (CUS30109)

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.

Day / Time / Venue
Mount Eliza Secondary College – Wednesday, Times to be advised.
VCE(VET)

MUSIC INDUSTRY (Technical Production) -CERTIFICATE III (CUS30209)

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.

Day / Time / Venue
Mount Eliza Secondary College – Wednesday, Times to be advised.
VCE (VET)

OUTDOOR RECREATION
-CERTIFICATE II (SRO20206)

With Selected units from Certificate III

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

The focus of the program will be on developing the skills, knowledge and confidence to work in the areas of Outdoor Recreation. Students will develop leadership and organisational skills through theory and practical sessions, in the classroom, the workplace and on a camp. The program is designed to introduce the student to the employment and educational opportunities within the outdoor recreation industry.

Students who complete the full VCE/VET program will receive Certificate II in Outdoor Recreation and a Statement of Attainment for additional units of competence providing credit towards other sport and recreation qualifications.

Training and Employment Outcomes
The course is designed to develop skills students would require to take up a position as an assistant to an instructor in a broad-based skills camp in the outdoors such as a primary schools department residential camp or a council holiday program.

Special Requirements
Students must attend a three-day camp in first year which will be timetabled during the secondary school term breaks (1st term or 2nd term breaks), and a compulsory three-day camp in second year, also timetabled during secondary school term break.

Structured Workplace Learning (SWL)
SWL is compulsory for students undertaking their VET Sport & Recreation training with Chisholm. The requirements are as follows: All 1st Year students need to complete at least 40 hours of SWL (these hours can accumulate; they do not have to be undertaken in a single block). Students are required to provide their logbook after completion of program as evidence of participation in SWL.

Day / Time / Venue
Chisholm, Frankston – Wednesday, 1pm – 5pm.
VCE (VET)

PLUMBING - CERTIFICATE II (22138VIC) (Pre-vocational) (Part Completion)

VCE Units: 10% increment available for contribution towards the ATAR.

The VET in Schools Certificate II in Plumbing (Prevocational) offers students partial completion in a fully accredited course specifically designed for people who want to enter the plumbing industry or to prepare for entry into a plumbing and gas fitting apprenticeship.

Classes are conducted using a mixture of practical and theoretical sessions and it is expected students will arrive for class equipped with safety boots and overalls.

Students wishing to complete the entire pre-vocational certificate need to undertake modules beyond the requirements of the VETiS program.

Training & Employment Outcomes
This course provides students with a clear pathway to employment in a plumbing apprenticeship. Students will gain some credit for the schooling component of their training. Completion of the program may increase employment opportunities.

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

Special Requirements
Students are required to have the following at all classes:
- Sleeveless overalls (blue)
- Safety work boots (steel cap)

Year 10 level of Maths and English is recommended.

Day / Time / Venue
Chisholm, Frankston – Wednesday, 5pm – 9pm. (1st year)
Thursday, 5pm – 9pm (2nd year)
VCE (VET)

RESIDENTIAL DRAFTING - CERTIFICATE IV (39207QLD)

VCE Units: 10% increment available for contribution towards the ATAR.

This course is for students investigating a career in drafting and architecture. 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.

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

Training and Employment Outcomes
This program leads on to further training and study options and students will have preferred entry at Chisholm into the diploma of Design and technology to complete their studies regardless of ATAR score.

Employment opportunities can include:

- Residential and Architectural Draftsperson
- Architectural Technician
- CAD Operator
- Trade Representative
- Building Designer
- Model Maker
- Building Inspector
- Plan Checker

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

Special Requirements
Year 10 level of Maths and English or above are recommended. Strong IT skills will also be an advantage.

Day / Time / Venue
Chisholm, Frankston – Wednesday, 5pm – 9pm.
VCE (VET)

RETAIL -CERTIFICATE II (SIR20207)

VCE Units: 10% increment available for contribution towards the ATAR.

Program
This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic retail operational knowledge and limited practical skills in a defined context. Work would be undertaken in various retail store settings, such as specialty stores, supermarkets, department stores and retail fast food outlets. Individuals may work with some autonomy or in a team but usually under close supervision. This qualification is suitable for an Australian Apprenticeship pathway.

Training and Employment Outcomes
Individuals with this qualification are able to perform roles, such as:
• providing product and service advice in a retail store
• selling products and services in variety of retail settings
• operating a checkout area
• preparing and selling fast food items
• store, rotate and replenish food stock
• checking stock and replenishing retail shelves
• organising and maintaining work areas and displays.

Possible job titles include:
• sales assistant
• customer service representative
• crew member
• checkout operator.

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

Day / Time / Venue
To be advised.
VCE (VET)

RETAIL MAKEUP & SKIN CARE
-CERTIFICATE II (SIB20110)

VCE Units: 10% increment available for contribution towards the ATAR.

Program
This program will offer the student the opportunity to undertake a Certificate II qualification while completing their VCE or VCAL studies. Study one day a week at Chisholm Institute during year 11 and complete Certificate II in Retail Make-up and Skin Care.

Successful completion of this certificate can lead to employment prospects as a beauty therapist or makeup artist.

Training and Employment Outcomes
Certificate III in Beauty, Certificate IV in Beauty, Diploma of Beauty Therapy, Advanced Makeup Artist Certificate. Successful completion of the Certificate can lead to employment prospects as a beauty therapist or makeup artist.

Structured Workplace Learning
40 hours industry placement to be organized in consultation with Chisholm Institute.

Special Requirements
Students are required to wear closed-toe shoes.

80% attendance is required for successful completion of the program.

Entrance is via an occupational appraisal ($65). Application for appraisal form will be posted to student after application is received online. This form must be returned directly to the Hair & Beauty department. Students are selected for the course according to their aptitude rating on the occupational appraisal for beauty services.

Day / Time / Venue
Chisholm, Frankston Wednesday, 8:30am – 4:30pm. ALL DAY.
VCE (VET)

SPECIALIST MAKEUP
-Diploma (CUF50407)
(partial completion)

VCE Units: 10% increment available for contribution towards the ATAR.

This program is intended for male and female students wishing to pursue a career in the make-up industry. All units aim to develop skills in design, time management, client communication, correct use of cosmetics and an analysis of client characteristics, incorporating occupational health and safety procedures. The course structure is based on an integration of theory and practical skills.

Glamour – Make-up for Fashion, Bridal and Photographic
Period Makeup – Histology of Makeup
Stage / Theatrical Makeup
Special Effects Film and Television Makeup

Students who have successfully completed this course gain full credits into the Diploma of Specialist Makeup

Training and Employment Outcomes
Successful completion of the Certificate can lead to employment prospects as a Freelance Makeup Artist for Bridal, Photographic, Stage and Film work.

Structured Workplace Learning
Industry placement to be organized in consultation with Chisholm Institute.

Special Requirements
Students are required to wear closed-toe shoes.

80% attendance is required for successful completion of the program.

Entrance is via an occupational appraisal ($65). Application for appraisal form will be posted to student after application is received online. This form must be returned directly to the Hair & Beauty department. Students are selected for the course according to their aptitude rating on the occupational appraisal for beauty services.

Day / Time / Venue
Chisholm, Frankston – Friday, 8:30am – 4:30pm. ALL DAY.
VCE (VET)

TELECOMMUNICATIONS – Cabling – CERTIFICATE II (CICT20310)

VCE Units: 10% increment available for contribution towards the ATAR.

Program
This qualification provides pathways to other Communications qualifications supporting the National Broadband Network roll-out. The course focuses around practical outcomes exploring a variety of technologies including telecommunications cabling and an introduction to optical fibre.

Training and Employment Outcomes
- All students will finish with their restricted telecommunications licence allowing them to be employed in the telecommunications industry.

Special Requirements
Students are required to have the following at all classes:
- Covered footwear
- Chisholm will provide safety glasses

Year 10 level of Maths and English is recommended.

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

Day / Time / Venue
Chisholm, Frankston – Wednesday, 9am – 3pm or Friday, 9am - 3pm
Certificate III in Tourism SIT30107 and Certificate III in Events SIT30607
Dual qualification.

**VCE Units:** 10% increment available for contribution towards the ATAR.

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. This course is delivered over a 2 year period.

**Training and Employment Outcomes**

The course has been designed to meet employment opportunities in Chisholm’s region and provide credit transfer into the Diploma programs, in Tourism, Hospitality and Events.

Possible career opportunities include:

- Adventure Tourism
- Administrative/Personal Assistant in PR functions
- Tourist Information Officer
- Administrative Officer
- Events Organiser
- Events Operations
- Events Coordination
- Winery Cellar Door/Sales
- Theme Park Attendant

**Special Requirements**

Details of requirements, equipment and textbooks to be purchased by the student will be provided prior to commencement in 2012.

**Structured Workplace Learning**

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

**Day / Time / Venue**

Chisholm, Frankston – Wednesday, 2pm – 7:30pm (1st year)

Wednesday, 4pm – 10:30pm or

Friday, 9:30am – 4pm (2nd year)
Certificate II in Engineering – Production (partial completion)

**VCE Units:** 10% increment available for contribution towards the ATAR.

This program is designed to provide basic skills in welding and associated processes, and impart an understanding of a safe working environment as required by the engineering industry. The flexible learning environment allows the program to be tailored to suit the student’s needs and experience. This program is an opportunity to gain welding skills and an insight into careers in engineering and fabrication.

**Training and Employment Outcomes**

This program is an opportunity to gain welding skills and an insight into careers in engineering and fabrication. Students will receive an official statement of results listing the units of study. On successful completion participants present a more attractive prospect to employers as an apprentice.

Students may continue with further study by completing a pre-apprenticeship and/or studies in the Certificate III, IV or Diploma of Engineering.

**Special Requirements**

Students must adhere to the safety requirements;
- Safety work boots (steel cap)
- Long sleeved cotton drill overalls

Chisholm Institute will provide gloves, welding shields, glasses and disposable earplugs.

**Structured Workplace Learning**

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

**Day / Time / Venue**

Chisholm, Frankston – Friday, 8am – 3pm (ALL DAY)
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.
VCAL NUMERACY
VCAL UNIT INFORMATION NUMERACY SKILLS - INTERMEDIATE

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.

VCAL UNIT INFORMATION NUMERACY SKILLS SENIOR

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
## Selecting Your Units of Study

**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 Course Counsellor/Mentor. Finally, fill in the Year 11-2012 Course Selection form (Appendix 3 or 4).

### A

<table>
<thead>
<tr>
<th></th>
<th>Returning to Mt. Eliza 2012?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>If not, your intended destination? Please advise Senior School ASAP.</td>
</tr>
</tbody>
</table>

### B

<table>
<thead>
<tr>
<th></th>
<th>Work related and/or career areas in which interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>2</td>
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<td>3</td>
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<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### C

<table>
<thead>
<tr>
<th></th>
<th>I have checked tertiary entry requirements in the VICTER Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
</tr>
</tbody>
</table>

### D

<table>
<thead>
<tr>
<th></th>
<th>TAFE/University Course</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
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<td>5</td>
<td></td>
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<tr>
<td>6</td>
<td></td>
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</tr>
</tbody>
</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 - 2012 VCE Course Selection Worksheet

## STUDENT WORKSHEET: complete prior to interview

| NAME: | ………………………………………………………… | Form: | …… | Mentor: | …………… |

Unit 1 or 2 subject(s) completed in 2011: …………………………………………………………………

Chosen Career Path: ……………………………………………………………

### Compulsory

**ENGLISH, LITERATURE or ESL (Please circle)**

**Then:** Select list 5 other subjects in the table below, plus 2 spare in priority order. Numbering 2 – 8.

*(NOTE: If choosing a VET/Other Language/Accelerated Studies, each count as a subject)*

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Media Studies</td>
</tr>
<tr>
<td>Art</td>
<td>Music Performance</td>
</tr>
<tr>
<td>Biology</td>
<td>Outdoor &amp; Environmental Studies</td>
</tr>
<tr>
<td>Business Management</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Physics</td>
</tr>
<tr>
<td>Chinese (First language)</td>
<td>Political Studies</td>
</tr>
<tr>
<td>Dance</td>
<td>Psychology</td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>Studio Arts</td>
</tr>
<tr>
<td>Drama</td>
<td>Visual Communication &amp; Design</td>
</tr>
<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Food Technology</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Indonesian</td>
<td></td>
</tr>
<tr>
<td>Information &amp; Communication Technology</td>
<td></td>
</tr>
<tr>
<td>Legal Studies</td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td></td>
</tr>
<tr>
<td>Mathematics - Foundation</td>
<td></td>
</tr>
<tr>
<td>Mathematics - General</td>
<td></td>
</tr>
<tr>
<td>Mathematics – General Specialist</td>
<td></td>
</tr>
<tr>
<td>Mathematical Methods (CAS)</td>
<td></td>
</tr>
</tbody>
</table>

### VET SUBJECT:

……………………………………………………………………

### OTHER LANGUAGE (please specify)

……………………………………………………………………

### ACCELERATED STUDIES – Unit 3/4:

Subject…………………………………………………………

---

This worksheet is to be retained for your records.
VCE Year 11 2012 SUBJECT SELECTION FORM — DUE 8TH AUGUST 2011

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>
</tr>
</thead>
<tbody>
<tr>
<td>2012 Units 1 &amp; 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013 Units 3 &amp; 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Or VET: Only 5 Subjects for Yr 12 required</td>
<td></td>
</tr>
</tbody>
</table>

Spare Subject choices: 7. ___________________________ 8. ___________________________

Career Preference: 1. _____________________________
2. _____________________________

Signatures:
Student: ___________________________  Parent : ___________________________
Counsellor: ___________________________

Use this form as your record. Your Course Counsellor or Mentor will provide you with the final selection form. Final form due 8th August 2011 to Senior School.
VCAL INTERMEDIATE COURSE
SELECTION FORM 2012 Due by: 8th August 2011

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:


VCE SUBJECTS:
You MUST select two VCE subjects.
Please indicate 4 subjects in order of preference from 1-4 in the table below:

<table>
<thead>
<tr>
<th>Order of Preference</th>
<th>SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
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<tr>
<td>4</td>
<td></td>
</tr>
</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
Wednesday, 3rd August 2011

Course Counselling sessions - Year 10: Friday, 5th August 2011
Year 11: Thursday, 4th August 2011

Course Confirmation Days – Year 10: Friday, 21st October 2011
Year 11: Thursday, 24th November 2011 or
Friday, 25th November 2011

Course Orientation Days - Year 10: 6th – 9th December 2011
Year 11: 28th – 30th November 2011

Course Finalisation Days Year 10: 2nd & 3rd November 2011
Year 11: 5th December 2011

Year 11 (2012) only
Parent Information Evening: Wednesday, 23rd November 2011

Senior School Team
Mr Aaron Prior
Head Senior School
Mrs Ros Williams
Senior School Coordinator

Mr Rob Benson
Senior School Coordinator
Miss Kate Jobson
Senior School Coordinator

Mrs Laura Zimmerling
Senior School Coordinator
Mrs Casey Howell
Senior School Coordinator

Student Pathways Coordinator
Ms Jo Prosser

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
STEPS TO VCE/VCAL Year 11 Course Selection

1. **Collect** a 2012 Senior School Course Selection Guide.

2. **Read** the information regarding:
   - Year 10 - Course requirements and successful completion
   - VCE - Course requirements and successful completion
   - VCAL - Course requirements and successful completion

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

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

5. **Seek advice** as necessary from your pre senior teacher, subject teachers, Ms Prosser (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). 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 **Monday, 8th August**.

9. **If doing a VET course**, ensure that the $50 deposit has been paid to Administration by Tuesday, 13th September 2011.

10. **Yr 11 2012 - Attend Parent Information Evening:**
    Wednesday, 23rd November 2011.

11. **Attend** the required Course Confirmation days. **Bring your Handbook** and ensure the draft sections are completed. Your course selection for 2012 will be confirmed based on subject availability and your pathway options.

12. **Participate** in the Orientation Program

13. **Final Step:** Course Finalisation (**compulsory**).