Senior School Course Selection Guide

2009
Mount Eliza Secondary College

Senior School Course Selection Guide

Mount Eliza Secondary College Senior School offers a breadth of opportunity to further your education in preparation for further study or work. All subjects offer a challenge; there are no soft option subjects. All studies are assessed by a mixture of examinations and school assessments of course work undertaken under teacher supervision. The subjects are designed to cater for a broad range of ability. Success depends on personal commitment and hard work.

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

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

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

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

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. This is the start of a process designed to help you make informed choices. Very soon your course counselors will meet with you to assist you in your identification of your preferred course of study.

We wish you well in your deliberations and study.

Jessica Bambridge  Susan Bollard
Head of Senior School  Senior School Coordinator

John Vernadakis  Michael Callander
Senior School Coordinator  Senior School Coordinator
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Senior School Programs

What is VCE, VCAL and VET?

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

What is a SENIOR SCHOOL Program?
A Senior School program is a set of semester units undertaken under a minimum period of two years. This program is designed by you to meet your needs and the guidelines laid down by the Victorian Curriculum & Assessment Authority (VCAA) and the College’s policies. In undertaking a Year 11 course of study, students will be embarking on the first year of the two-year Victorian Certificate of Education (VCE) course of study, and working towards the award of the VCE Certificate at the end of 2010.

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 who puts forward a program of study does in fact have the background to allow 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 gained satisfactory results in English,
2. The student must have gained ‘S’ (Satisfactory) for the vast majority of work requirements across all subjects completed during Year 10. A student gaining ‘N’ (Not Satisfactory) for greater than 10% of their work requirements would be considered an unlikely candidate for VCE Studies since, at this level, unsatisfactory completion of even one unit outcome for any subject results in the awarding of an overall ‘N’ for that subject.
The College believes that, in the majority of cases where students who 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.

**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]. The College expects that all students will attend the vast majority of classes. Where attendance is unsatisfactory the student may be awarded ‘N’ (Not Satisfactory) for Unit Outcomes as a penalty. Early in 2009 each student will be able to access the College Administrative Handbook on the Intranet. The Handbook will contain detailed information about the rules the VCAA and the College adhere to in implementing the VCE and VCAL programs.

**Parent Information Evenings**

As part of the Course Confirmation process, parents and students are required to attend the Parent Information Evenings:

- **Year 11 Parent Information Evening**: Tuesday, 2nd December 2008
- **Year 12 Parent Information Evening**: Tuesday, 18th November 2008

**Subject Levies**

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

## Selecting subjects at Years 11 and 12

Before you select a course of study for 2009 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 (‘B’ 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.

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**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, Senior School Coordinators, the Student Pathways Coordinator, subject teachers, parents and other appropriate persons before making final decisions.**

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**Senior Program Options**

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

These include:

**VCE Studies**

**Areas of Study**

There are over 40 individual studies in the VCE, as well as Vocational Education and Training (VET) programs, organised into different fields of study. Of these studies, the majority will be available at Mount Eliza Secondary College in 2009. 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 only in Units 3 & 4. Marks in Units 1 & 2 will be used only for internal reporting and do not contribute to the ENTER. (Equivalent National Tertiary Entrance 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**

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 ENTER satisfactory completion of both Units 3 & 4 of an English study is required.

**VCE Materials Charges for 2009**

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 above) to confirm enrolment. Unpaid charges may result in your place being given to another student.

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

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<tr>
<th>Subject</th>
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<tr>
<td>The Arts</td>
<td>$60 to $80</td>
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<td>Science</td>
<td>$20 to $40</td>
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<tr>
<td>Technology Studies</td>
<td>$80 to $150</td>
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<tr>
<td>Outdoor &amp; Environmental Studies</td>
<td>$450 to $655</td>
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</table>

**PAYMENT OF COURSE COSTS:**

**ALL SUBJECT LEVIES ARE PAYABLE AT THE COLLEGE BY COURSE FINALISATION DAY:**

**Year 11 2009 Course Confirmation Days:**
- 20th November 2008
- 21st November 2008

**Year 12 2009 Course Confirmation Days:**
- 17th November 2008
- 18th November 2008

**Year 11 2009 Course Finalisation Days:**
- 3rd December 2008
- 4th November 2008

**Year 12 2009 Course Finalisation Days:**
- 24th November 2008
- 25th November 2008
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 ENTER score.

VCAL is studied under five compulsory strands:

- Literacy Skills
- Numeracy Skills
- Work Related Skills
- Industry Specific 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, in most cases, Year 11 students will study for the Intermediate level and Year 12 will study for the Senior level.

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 that complete the VCAL do not receive an ENTER score for University entry.

The four strands of study:

**Strand 1** – Literacy & Numeracy skills. These subjects can be selected from VCE English or Mathematics subjects or VCAL specific units.

**Strand 2** – 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 Australian School Based Apprenticeship (ASBA).

**Strand 3** – Work Related Skills are undertaken by part time apprenticeships / traineeships, part time work, or in some cases, a work experience program and structured activities.

**Strand 4** – 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.

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 Ms Kay Peddle (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 / ASBA. 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.
Australian School Based Apprenticeships (ASBA)

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

Vocational Education and Training (VET)

The Vocational Education and Training (VET) in schools program combines general VCE studies with vocational training and hands-on training and practice in the workplace. VET in schools program are fully recognised by the VCAA and contribute to a unit 1-4 sequence OR a 1-2 unit 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 Equivalent National Tertiary Entrance Rank (ENTER) 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 ENTER. If this does not occur the student gains an increment towards their ENTER;
- 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 2008.

VET COSTS:

Any student interested in a VET should discuss this with Mrs Deborah Batt, Student Pathways Coordinator, and indicate their interest clearly on their Selection Form.

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

VET Deposit: A non-refundable deposit of $200 is due by 8th October 2008.

2nd Payment: A minimum further payment of $200 is due on course finalisation day (refer page 8). It is however, strongly recommended that a further payment of 50% of estimated course cost be made. Letters advising estimated costs of the VET program will be forwarded in November.

Final Payment: Final payment due no later than Wednesday, 11th February 2009

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 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.

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, while possibly not of a high level, 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 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 achieve an ENTER 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 expectations of students offered acceleration will be set out in a formal letter sent to each student offered a place. An attempt will be made to discuss these expectations with each student offered acceleration.

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

**Monitoring Performance**

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

**Year 10 to 11**

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

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

**Year 11 to 12**

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

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

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

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

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

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

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

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

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

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

Unit 4: Control and analysis of business performance
This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit covers the accrual recording and reporting system for a single activity trading business using the perpetual inventory recording system. Students learn about the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, financial performance and financial position. In this unit students evaluate the information prepared and analyse the results in order to suggest strategies to the owner.

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

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

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

Structure
The study is made up of four units.

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

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

Unit 3
This unit focuses on a broad and innovative investigation including exploration and experimentation within art form(s) and/or media to develop and refine a sustained body of work. Student's skill in interpreting artworks is developed through a study of artists and their works before and since 1970 through the application of interpretive 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 interpretive 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 $40—$80.00 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.

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:
Biology units 3 & 4 : A condition of acceptance into this course is payment of a materials charge of approx. $25.00 (Unit 1&2) and approx. $40 (Units 3&4 - for purchase of Biozone manuals and for trial exam material) due by Course Finalisation Day. Enrolment in this subject is not confirmed unless payment is received by this date. A receipt will need to be produced at the time of course finalisation.
Business Management

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation.

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.

Structure

The study is made up of four units:

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

Unit 2
This unit studies how change affects management and investigates how management responds. It also involves consideration of the relationship of management with the operating environment and the planning and marketing processes.

This unit focuses on several aspects of management: management in a time of change, management as a communication process, management as a planning process to position its products in the marketplace.

Unit 3
This unit examines the role and importance of large-scale organisations to the Australian economy. It considers management styles and skills and the management of change.

Unit 4
This unit examines the human resource management practices and processes and the operations management practices and processes in large-scale organisations in Australia.

Entry

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

Chemistry

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

In this study of Chemistry a thematic approach has been adopted, and throughout the study contexts have been provided to apply chemical knowledge to technology and society.

Students will investigate, explore and solve qualitative and quantitative problems and discuss chemical concepts and issues.

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 3 & 4 : A condition of acceptance into this course is payment of a materials charge of approx. $20.00—$40.00 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.

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.

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.
Dance

Dance is the language of movement. This study is designed to develop a broad understanding and appreciation of dance through the integration of practical and theoretical aspects of learning in the context of choreography and performance. It also allows students to develop and refine their technical and dance making skills by exploring a personal and learnt movement vocabulary and ways in which ideas are communicated in their dance routines.

Structure

The study is made up of four units.

Unit 1
This unit focuses on the art of creating dances, developing technical skills and the study of physiology, including care and maintenance of the body. Cultural influences on a range of dance styles and the expressive intentions for creating a dance are also examined.

Unit 2
This unit focuses on expanding students’ personal movement vocabulary and choreographic skills through the exploration of the elements of movement, time, space, shape and energy. This unit also involves the analysis of pre 1930 dance traditions.

Units 3 and 4
In these units students develop and refine compositional skills by exploring ways in which the intention of the dance maker can be expressed through the arrangement of movement within a structure, and through the use of spatial organisation and group structures.

Entry
There are no prerequisites for Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. It is recommended that students should have three to four years dance and/or movement experience prior to the commencement of VCE Dance.

Design and Technology

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

Structure

The study is made up of four units.

Unit 1: Design modification and production
This unit focuses on the methods used by a designer to design a product and apply various processes to re-design an existing product and produce it. Includes research documentation and folio presentation. Safety and manufacturing skills are encompassed in this unit.

Unit 2: Collaborative design
In this unit, working as an individual within a team of designers, each student will produce a product working along a theme which has been developed by the collaborative team members. Identification of design options and production planning in response to a design brief for a range of products is the emphasis leading to the production of the work piece.

The College is offering students the opportunity to study Design and Technology under three strands in Units 1 & 2 for 2009: (1) Wood (2) Metal or (3) Textiles.

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 this course is payment of a materials charge: Approx.$80.00—$150.00 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

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.

Economics

Skills, as well as knowledge, play an important part in the study of economics. In particular, students develop an ability to identify, collect and process data from a range of sources, including electronic media; use the inquiry process to plan an economics investigation, analyse data and form conclusions supported by evidence; use economic reasoning, including cost/benefit analysis, to solve problems which assist them in understanding the economy, society and environment and to clarify values and attitudes about issues affecting the economy, society and environment.

Structure

The study is made up of four units:

Unit 1: The Australian economy
The focus of this unit is the study of markets, economic decision-making and issues of importance to the Australian economy and its people in the twenty-first century.

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

Unit 3: Economic activity and objectives
The focus of this unit is the study of economic activity in Australia and the factors that affect the achievement of the Australian Government’s economic objectives.

Unit 4: Economic management
The focus of this unit is the study of the management of the Australian economy, which concentrates on budgetary/fiscal, monetary and microeconomic reform policies.

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 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.
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
Principles of food hygiene and the safe use of tools and equipment are studied. This unit will enable students to study the physical and chemical properties of food, and the way these properties influence food preparation, storage and presentation.

Unit 2
This unit will enable students to study the preparation of food for small-scale operations, including planning considerations, implementation and evaluation of outcomes and product changes to suit specific requirements. They will also study the impact of technological developments on all phases of food production.

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. $80.00—$150.00 due by Course Finalisation Day. Students provide own ingredients for SAT production. (Enrolment in this subject is not confirmed unless payment is received by this date. A receipt will need to be produced at the time of course finalisation.)

Geography

Geography is a study of the Earth. It looks at the earth as a whole, describing, analysing and explaining the spatial relationships between all of its parts. Thus, as geographers, you will study life on earth, the interactions between the processes of earth shaping and building, water, climate and vegetation and the interactions between life and natural processes.

Structure
The study is made up of four units:

Unit 1
This unit investigates natural environments and focuses on the spatial distribution of natural phenomena and the interaction of humans with the natural world. Particular emphasis on case studies are volcanic and coastal environments.

Unit 2
This unit investigates human environments and looks at the different ways in which people use these environments. Particular case studies here are Vietnam and Melbourne.

Unit 3
This unit investigates the characteristics of resources and the concept of region. A resource is anything that occurs naturally or is created by humans, provided that people use it to satisfy a need or want. A study of resources is about the processes and relationships operating in the past, present and future that impact sustainability. Students will investigate fresh water within the Murray Darling Basin and through fieldwork, Point Nepean National Park.

Unit 4
This unit investigates the geographic characteristics of global phenomena and subsequent responses. 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. Topic analysis includes global warming and climate change, human population movement, tourism and desertification.

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

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

**Structure**

The study is made up of four units.

**Unit 1**

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

**Unit 2**

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

**Units 3 and 4**

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

**Entry**

German is designed for students who will, typically, have studied German for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must also undertake Unit 3 prior to undertaking Unit 4.

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**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: Youth health and development**
- **Unit 2: Individual and community health and development**
- **Unit 3: Nutrition, health and development**
- **Unit 4: Global health and development**

**Unit 1: Youth health and development**

This unit focuses on the transition from childhood to adulthood and the enormous changes in physical, social, emotional and intellectual development that transition brings. Good health is seen as an important determinant for optimal development. Challenges related to the maintenance of optimum health and development for youth are explored, focusing on the inherited and environmental factors that influence the physical, social, emotional and intellectual changes that occur at this stage of life.

**Unit 2: Individual and community health and development**

In this unit there is a focus on the role that families, communities and governments play in optimising the health of individuals across the lifespan. There is an exploration of differences in health and development outcomes experienced by some social and cultural groups, despite relatively high levels of community and government involvement. There is a particular
focus on indigenous, rural and remote communities and Australians from lower socio-economic backgrounds.

There is also an exploration of the requirements of optimal health and development throughout childhood and adulthood. Students will also examine the organisation and delivery of health care in Australia and evaluate its effectiveness in promoting health and development for all Australians.

Unit 3: Nutrition, health and development

Students will explore the diversity of health outcomes within our population that are the result of factors such as biology, socio-economic status, environment, inherited lifestyle, behaviour, knowledge, attitudes and beliefs. Nutrition is an important determinant of optimal health and developmental outcomes and the evidence that supports food intake as a protective factor against a number of diseases across the lifespan is explored. Government and non-government initiatives designed to promote health and development are also considered.

Unit 4: Global health and development

This unit focuses on the developmental changes that occur as individuals move through the lifespan as well as an exploration of inherited factors that determine developmental potential. There is an analysis of the impact of a range of environmental factors that contribute to variations in health and developmental outcomes both between and within industrialised and developing countries. This global comparison will enable students to evaluate the determinants of optimal health and development and the range of sustainable health care initiatives developed by governments and international agencies to optimise health and development globally.

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 ways in which 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 they ways in which individuals and communities responded to these developments in domestic and international settings.

Unit 3 & 4: Revolutions

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

Entry

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

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

The study of Indonesian promotes the strengthening of links between Australia and Indonesia, in particular in areas such as business, tourism and education. Studying a language other than English contributes to the overall education of students, particularly in the area of communication, but also in cross-cultural understanding, cognitive development, and literacy.

Structure
The study is made up of four units.

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

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

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

Entry
Indonesian Second Language is designed for students who do not have an Indonesian background, that is students who have learnt all the Indonesian they know in an Australian school or similar environment. These students will, typically, have studied Indonesian for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must complete application forms giving details of their background in Indonesian, if they wish to enrol in this study. Students must also undertake Unit 3 prior to undertaking Unit 4.
Information & Communication Technology

Course Summary: Units 1 & 2

Students explore how individuals and organisations use, and can be affected by, information and communications technology in their daily lives. Students acquire and apply a range of knowledge and skills to create information that persuades, educates or entertains. They also examine how networked information systems are used within organisations. Students will use the following software tools: web and multimedia authoring, database management and a programming or scripting language.

Assessment:

Unit 1: IT in Action

Transform and evaluate an existing printed information product into an on-screen information product to meet a specific audience need.

Solve an information problem by collecting data and using database management software to manipulate that data.

Create an on-screen information product that presents an analysis of a contemporary ICT issue and substantiates a point of view.

Unit 2: IT Pathways

Represent a networked information system within an organisation, and describe the way a specified set of data flows through the system, where it is stored, and where it is processed.

Design a solution and an information product for a client and evaluate the efficiency and effectiveness of the solution and product.

Students develop programming skills through the completion of action script tutorials which include basic gaming and website creation.

ICT Applications—Units 3 & 4 (formerly: Information Processing and Management)

Course Summary: Units 3 & 4

Units 3 & 4 are designed to be taken as a sequence. Students use web authoring, spreadsheet and database management software to solve information problems.

Unit 3 focuses on how individuals or organisations use ICT to solve information problems and to participate actively in a society where use of ICT is commonplace.

Students acquire and apply knowledge and skills in solving information problems to assist in decision-making and in managing tasks and timelines. Students also explore how the capabilities of networked information systems support teams of workers or learners to solve problems and share knowledge.

Unit 4 focuses on how ICT is used by organisations to solve ongoing information problems and in the strategies to protect the integrity of data and security of information. Students develop and acquire knowledge and skills in creating solutions and information products using spreadsheet software that can be reused in the future with new sets of data. When solving information problems, students apply all of the problem-solving stages: analysis, design, development, testing, documentation, implementation and evaluation.

Unit 3:

Propose and apply project management and problem-solving strategies to produce a solution and an information product, using database management software.

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

Unit 4:

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

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

Entry

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

This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia.

Structure
The structure is made up of four units:

Unit 1
This unit introduces sources of law, the need for law, the nature of criminal and civil law, and the role of law enforcement agencies.

Unit 2
This unit explores legal issues relating to the law in society. In particular, it focuses on the factors involved in the determination of legal rules.

Unit 3
This unit focuses on the institutions, which determine laws, and the processes by which laws are made.

Unit 4
This unit focuses on the courts, tribunals and alternative avenues of dispute resolution, and processes and procedures, which operate within the legal system.

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

Literature

Literature involves the study and enjoyment of a wide range of literary texts classical, popular, traditional and modern. Its distinctive focus is on the use of language to illuminate and give insight into the nature of experience. Literature is an interactive study between the text, the social/political and economic context in which the text was produced, and the experience of life and of literature that the reader brings to the text.

Structure
The study is made up of 4 units.

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

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

Unit 3 and 4
The study of literature is a means of exploring human experience. It involves asking questions such as: whose experiences and what experiences are given voice in the text? How are they created through the texts use of language and literary devices? What does the texts representation of characters and events suggest about the values and views of the text?

These units examine such questions and involve students in analysing a range of texts, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts.
Mathematics

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment.

Essential mathematical activities includes abstracting, providing, applying, investigating, modelling and problem solving. This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

All students in all the mathematical units offered will apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.

Technology in Mathematics:
The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout each unit and course. This will include the use of some of the following technologies for various areas of study or topics: graphics calculators, spreadsheets, graphing packages, dynamic geometry systems, statistical analysis systems, and computer algebra systems. In particular, students are encouraged to use appropriate technology in all areas of their study.

The areas of study for these units are “Space and shape”, “Patterns in number”, “Handling and Data” and “Measurement and Design”.

Year 11 Subjects:

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

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

The areas of study for these units are “Space and shape”, “Patterns in number”, “Handling and Data” and “Measurement and Design”.

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

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

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

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

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

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 Units 1 and 2
General Specialist Mathematics Units 1 and 2.

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

Units 1 and 2:
These units are designed in particular as preparation for Mathematical Methods Units 3 and 4. The areas of study for Units 1 and 2 are “Functions and Graphs”, “Algebra”, “Calculus” and “Probability”.

Entry requirements:
Entry 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.

Year 12 Subjects:

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

Units 3 and 4:
Mathematical Methods Unit 3 and 4 consists of the following areas of study: “Coordinate geometry”, “Circular (trigonometric) functions”, “Calculus”, “Algebra” and “Statistics 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.

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.

General Specialist Mathematics

Units 1 and 2:
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:
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

Units 3 and 4:
Mathematical Methods Unit 3 and 4 consists of the following areas of study: “Coordinate geometry”, “Circular (trigonometric) functions”, “Calculus”, “Algebra” and “Statistics 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.

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.

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**Media**

The media have a significant impact on people's lives. The media entertain, educate, inform and provide channels of communication. The media not only comment on culture, they reflect the society which creates them. The study of media includes media forms such as the press, radio, film, TV, and photography, and media processes such as publishing, advertising, news production, and popular culture.

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

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

**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. 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 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. $60.00 (Units 1&2) and approx. $60.00 (Units 3&4) due by Course Finalisation Day. Enrolment in this subject is not confirmed unless payment is received by this date. A receipt will need to be produced at the time of course finalisation.
Music Performance

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

Structure
The study is made up as follows:

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

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

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

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

Outdoor and Environmental Studies

This study explores of 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
This unit focuses on human relationships with the natural environment, different understandings of nature and different types of outdoor environments. It also develops an understanding of nature through practical experiences and investigation of particular outdoor environments.

Unit 2
This unit focuses on the impact of human interaction on nature and nature's impact on humans. Outdoor recreation provides the major focus for studying this impact, as well as the ecological, social and economic implications of human impact on the environment. Technology and minimizing human impacts on nature are also studied.

Units 3 and 4
In these units concepts related to the ecological, historical and social contexts of the relationships between Australians and the outdoor environment are investigated. Strategies for use now and in the future and the competing interests of various groups are studied. Students experience outdoor environments as a basis for their comparisons.

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 1,2,3 & 4: A condition of acceptance into this course is payment of a materials charge of approx. $450.00—$655.00 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.
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—Learning & Improving Skill
This unit looks at a range of factors that influence learning and improving skills and the role of the coach in making this happen. The unit approaches the biomechanics of physical skills from the perspective of improving physical performance.

Unit 2—The Active Body
This unit introduces the student to an understanding of physical activity, including the relationships between body systems and physical activity, the place of physical activity in contributing to the well being of the student and the wider community.

Unit 3—Physiological & participatory perspectives of physical activity
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 a theoretical and empirical science, which contributes to our understanding of the physical 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.

Knowledge in physics is gained through complex processes. For example, 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 with a wide range of expectations, including students who are aiming for medical, engineering, technological and science-based careers.

Structure

The study is made up of four units. Each unit contains two prescribed areas of study and a third area of study to be selected from the list of detailed studies.

Unit 1: This unit includes a study of the wavelike properties of light such as reflection, refraction, dispersion and applications in real life including mirrors, lenses, colours of objects and other optical phenomena. Students also investigate the properties and uses of radioactivity & nuclear energy in relation to their use in nuclear medicine and nuclear power, and the life cycle & properties of stars and other astronomical objects in the universe.

Unit 2: This unit includes a study of motion including speed, velocity, acceleration, force, momentum & energy in relation to everyday moving objects. Students also learn about electric circuits including current, voltage, resistance, power, the safe operation of electrical devices and the risks associated with electric shock. Aerospace allows students to learn about the principles of flight by carrying out a practical investigation into the factors affecting lift on an aeroplane wing in a wind tunnel.
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 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 3 & 4: A condition of acceptance into this course is payment of a materials charge of approx. $20.00—$40.00 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.

Political Studies
This study seeks to provide students with an understanding of political processes and has a particular emphasis on the study of Australian politics. Units 1, 3 and 4 are designed to give students knowledge and an understanding of the three levels of government in the Australian federal system. Unit 2 focuses on the study of politics in a country other than Australia.

Structure
The study is made up of four units:

Unit 1
This unit introduces students to basic forms of government and fundamental concepts such as representative democracy and to the study of the Australian government.

Unit 2
This unit examines the political system of another country and requires students to consider political values, the role of leadership, current contemporary political issues as well as forms of political organisation.

Unit 3
This unit investigates the operation and effectiveness of the Australian political system. It includes an analysis of the framework of government and the mechanisms available for political participation.

Unit 4
This unit involves an examination of the forces, which have an impact on government decisions. Particular attention will be paid to contemporary politics and requires a study of a political issue and media coverage of it.

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: The focus of this unit is an introduction to the scientific foundation of psychology. Human behaviour is examined in social situations their certain behaviours are seen to be a consequence of environmental processes. Individual development of cognitive and perceptual abilities is also explored.

Unit 2: builds understanding of the different methods and models that describe and explain human behaviour: introduction to neurons and nervous system, individual differences, social attitudes.

Unit 3: is concerned with the brain and nervous system as whole structure and their role in affecting human behaviour: brain and nervous system, visual perception, states of consciousness.

Unit 4: is the study of cognitive psychological methods through concepts of memory, learning, research investigation.

Entry

There are no prerequisites for entry in 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. $20.00—$40.00 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 directions and potential solutions and analyse and evaluate them before producing artworks. The theoretical component of the study informs students' practice through an investigation of selected artworks, an examination of artists' working methods and a study of professional practices and art industry issues.

Structure

The study is made up of four units:

Unit 1: Artistic inspiration and techniques

The focus of this unit is the use of sources of inspiration and ideas as the bases for artworks and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. The application of materials and techniques and interpretation of sources of inspiration by artists from different times and locations is also examined.

Unit 2: Design exploration and concepts

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

Unit 3: Studio production and professional art practices

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

Unit 4: Studio production and art industry contexts

The focus of this unit is to produce a cohesive folio of finished art works developed from potential solutions generated in Unit 3. Visual and written documentation explaining how the potential solutions will be used to produce the folio of artworks is also prepared. Students also examine the presentation of artworks and current art industry issues, with reference to the exhibition, promotion and critique of art works.
Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Cost:
Studio Art Units 1, 2, 3 & 4: A condition of acceptance into this course is payment of a materials charge of approx. $60.00—$80.00 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 vocabulary and grammar of visual communication, which includes an understanding of, and application of, drawing and drawing conventions, design elements, principles and design process in visual communication. The study also provides the opportunity to develop an informed, critical and discriminating approach to visual communications 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. $80.00—$150.00 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 ENTER 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 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 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 2009.

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.
Cost continued...
A condition of acceptance into any VET program is payment of the parent contribution charge. **A non-refundable deposit of $200.00 is due by 8th October 2008.** Places are limited and will be awarded on a first come basis, a waiting list will be kept.

Please refer to page 10 of the Handbook for payment details.

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

<table>
<thead>
<tr>
<th>VET PROGRAM COSTS</th>
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<td><strong>BAND 1</strong></td>
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<td><strong>UP TO $500</strong></td>
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**AUSTRALIAN SCHOOL BASED APPRENTICESHIPS**

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

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

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

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

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

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

Special Requirements
- Full overalls
- Work boots

VCE (VET) BEAUTY SERVICES/- CERTIFICATE III

This course does NOT contribute to the ENTER.

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

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

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

BUILDING &
CONSTRUCTION
CERTIFICATE II

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

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

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

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

Special Requirements
Overalls
Appropriate footwear – steel capped boots, Blundstones
VCE (VET)

COMMUNITY SERVICES WORK - CERTIFICATE II

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

Program
It provides access to a range of potential career paths within the Community Services industry and provides a basic entry level to the Children Services, Aged Care and Disability Work. It provides training and skill development for the achievement of competence in areas such as casework, community development and advocacy. There is an external examination at the end of the second year.

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

Special Requirements
Students will undertake Level 1 in First Aid.

Students need to realise that they will be required to undertake 80 hours of SWL each year in at least two areas of children, aged or disability services. This SWL will need to be partially, if not totally, undertaken during school holidays.

VCE (VET)

CISCO NETWORKING ACADEMY PROGRAM

CERTIFICATE III in Electrotechnology Computer Systems

Chisholm Institute is the Regional Academy for the internationally recognised Cisco Networking Academy Program. This program provides VCE students with training and practical skills in the design, construction and maintenance of small to medium sized computer networks.

Special Requirements: None; however, students who have achieved reasonable results at Year 10 Mathematics level usually have a better chance of success.

Contribution to the VCE: Students who complete half the CISCO Networking Academy program (that is they receive credit for either UTENES106AA or UTENES206AA) will be eligible for two units credit towards their VCE: one Unit 3-4 sequence. Students who complete the entire CISCO Networking Academy Program (both UTENES106AA and UTENES206AA) will be eligible for four units credit towards their VCE; two Unit 3-4 sequences.

Training and Employment Outcomes
Students completing these modules will have advanced standing in the Advanced Diploma of Computer Systems Engineering (UTE60199).

Program
Cisco is mapped to two units of competence from UTE30599 Certificate III in Electrotechnology Computer Systems (UTENES106AA and UTENES206AA).

Modules include:
First Year: Networking basics; Router and router basics
Second Year: Switching basics and intermediate routing; Wide area network technologies.
CONCEPT DEVELOPMENT FOR CLOTHING PRODUCTS

CERTIFICATE III

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

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

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

Special Requirements
There is a component of 40 hours SWL.

DANCE

CERTIFICATE II

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

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

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

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

This course does not contribute toward an ENTER Program.

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

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

Upon completion students are eligible to apply for entry into the Certificate I in Electrotechnology (Pre-apprenticeship) or the Advanced Diploma in Electronics Engineering at Chisholm.

* The program is a full day at Chisholm in Frankston and fits well within a VCAL program but is accessible to students completing VCE also.

VCE (VET) ELECTRICAL VCAL* PROGRAM

VCE (VET) ELECTRO-TECHNOLOGY

Shared Technology - CERTIFICATE II

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

Program

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

While this program is largely practical it also requires a good level of maths and an understanding of physics.

It is more academic than many VET programs.

Students wanting to train as an Electrician are advised to select the “VCAL Electrical” program that is detailed elsewhere in this booklet.

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

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

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

Special Requirements

There is a component of 30 hours SWL (in the first year—second year to be advised).
VCE (VET)

ENGINEERING TECHNOLOGY—CERTIFICATE 1

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

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

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

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

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

VCE (VET)

EQUINE INDUSTRY - CERTIFICATE II

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

Program
This is a horse industry course aimed at preparing students to work in the horse industry and formulated to allow for ease of articulation into higher TAFE and tertiary horse related courses.

Students can enter this course with minimal experience, but are required to have basic riding or driving skills and to be able to access a horse to complete the requirement of some units.

There is an examination at the end of the second year.

Special Requirements
1. Students must have access to a horse.
2. Students must be independent learners because the program is delivered in a variety of ways including a significant component of “correspondence”.
3. Students need access to the internet. They will also need transport to the full day Practical sessions (a minimum of 8 each year) delivered at mainly at Somerville.
4. Students are required to independently complete Level One First Aid.

Students are also to undertake a minimum of 40 hours SWL each year.

Further information can be accessed by contacting Liz Hoffman at The University of Melbourne – Mc Millan Campus on 03 56 240219
FURNISHING CERTIFICATE II (PRE-APPRENTICESHIP IN CABINET MAKING)

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

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

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

Program
This course includes the following units of competency:

- Construct a basic timber furnishing product
- Hand make timber joints
- Prepare surfaces for finishing
- Carry out measurements and calculations
- Use furniture making sector hand and power tools

HAIRDRESSING CERTIFICATE II

This course does not contribute toward an ENTER.

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

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

HOSPITALITY (OPERATIONS) - CERTIFICATE II

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

By achieving competency in all units of the 1 and 2 program students will receive the THH21897 Certificate II Hospitality (Operations) qualification.

If students choose to go on the 3 and 4 program concurrently, they will gain additional accredited hospitality units which will be recognised by further education institutions should they go on to further hospitality studies. They will receive a Statement of Attainment for all completed units.

The qualification is designed to reflect the role of employees who perform a range of tasks in hospitality establishments.

The 3 and 4 program also includes School Assessed Coursework (SAC’s) and an external examination at the end of the year, enabling students to achieve a study score as part of the VCE.

Training and Employment Outcomes

Food and Beverage stream: Students completing all units can complete the Certificate IV in Hospitality and the Diploma of Hospitality (Management) in reduced time.

Apprenticeship/Traineeship in Hospitality or Hospitality Management, working in Hotels, Restaurants, Cafes, Hospitals

Program

The first year revolves around preparation of food and beverages; the second year involves serving of food and beverages. Students need to appreciate that there is a substantial amount of theory in both years of the program. The program also includes other industry experiences such as excursions and guest speakers.

Modules of study include

- Organise and prepare food
- Clean and maintain kitchen premises
- Use basic methods of cookery
- Responsible service of alcohol
- Provide food and beverage service
- Develop and update hospitality industry knowledge

Special Requirements

Students are required to undertake 40 hours of SWL per year.

Students will be issued with uniforms and equipment. This is included in the cost.
VCE (VET) INFORMATION TECHNOLOGY—CERTIFICATE III

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

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

Program
This course would prepare a person to perform in a range of varied activities. An individual achieving these levels of competencies would be able to:
- demonstrate some relevant theoretical knowledge
- apply a range of well developed skills
- apply known solutions to a variety of problems
- perform processes that require a range of well-developed skills
- interpret information
- take responsibility for one’s own work.

VCE (VET) LABORATORY SKILLS - CERTIFICATE III

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

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

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

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

Special Requirements
Log Book to be maintained during SWL
Laboratory coat and equipment for class based delivery
Students are required to undertake 40 hours of SWL
### VCE (VET)

#### MULTIMEDIA - CERTIFICATE 111

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

**Program**
This program provides students with the skills, knowledge and attitudes for training in multimedia. The training will provide the skills and knowledge in a broad range of basic media related tasks and provide the foundation to enter the industry at entry level, and/or proceed to further study. The first year focuses on developing the basic competencies that lead in the second year, to visual design, 2D animation, creation of webpages with multimedia and multimedia scripting.

**Special Requirements**
Students must realize that this program is entirely computer based using a range of software. It is highly recommended that students attend an information session before selecting this program.

### VCE(VET)

#### MUSIC INDUSTRY (FOUNDATION) - CERTIFICATE 11

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

This program provides students with broad based knowledge and skills required to be able to work in the music industry in a variety of sectors, including performance/composition, business and technology.

**Program prerequisites:**
There are no prerequisites for this program either in performance or performance theory.

**Course Outline:**
**Core:**
- Develop and update Music Industry Knowledge
- Develop Music Knowledge and Listening skills
- Follow health, safety and security procedures in the Music Industry
- Work with others

**Electives:**
- Contribute creative music ideas to a project
- Lay Sound Tracks
- Manage own work and learning
- Move and set up instruments and equipment
- Record Sound
- Use Midi devices and/or software to perform music
VCE(VET)

MUSIC -
CERTIFICATE
III

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

This program provides students with a wide range of knowledge and skills to be able to maximize their employment as a performer or composer in the music industry.

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 US30101 VET Certificate III in Music VCE Vet Units 1-2 Course

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
- Perform in a local amateur environment, in a group and/or as a soloist, using improvisation
- Compose and arrange a song
- Use MIDI technology in performance and composition

VCE(VET)

MUSIC -
(technical Production)
CERTIFICATE
III

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

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

Course Outline:
At the completion of the Certificate III in Music Industry (Technical Production), students will be able to:
- Work under supervision as a live and/or studio technician in a local environment
- Work safely, maintaining work/contractual relations
- Understand the way the music industry functions
- 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 2 VET Certificate III in Music VCE VET Units 1—2 Course.
Units 1-4: A study score is available for this program.

This two year program in Community Recreation is designed to introduce the student to the employment and educational opportunities within the Sport and Recreation Industries. The focus of the programs will be on developing the skills, knowledge and confidence to work in the areas of Community Recreation. Students will develop leadership and organisational skills through theory and practical sessions, in the classroom, the workplace and on a camp.

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

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

Structured Workplace Learning is a compulsory component of this program and students are required to provide their Logbook after completion of the placement as evidence for assessment.
VCE (VET)

SPORT & RECREATION: CERTIFICATE 11 in OUTDOOR RECREATION

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

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

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

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

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

Year 12 - The possibility of a number of camps.
This program should be a priority as weekends and holidays may be used to complete various units of competency.
The minimum duration of SWL in this program is 80 hours over the length of the training program.
VCAL LITERACY
VCAL UNIT
INFORMATION
LITERACY SKILLS
INTERMEDIATE

This will be covered through a variation of the VCE English Units 1 & 2 with different texts.

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
COMMUNICA-
TION

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

Assessment methods
Teachers are encouraged to use a range of assessment methods including:
- observation and written documentation of oral communication episodes; this may be simplified by using checklists of key features observed
- recording of student interactions on video or cassette tape; transcriptions can be made for moderation
- assessment of individual interacting with teacher
- assessment of individual interacting with peers
- self-evaluation of their performance
- feedback from peers/audience
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 INTERMEDIATE**

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 and create graphs and charts, and calculate and use averages, in order to interpret and reflect on information of relevance to self, work or community.

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.

There is no formal on the job training requirement within the Victorian Certificate of Applied Learning. If a student does undertake a SWL (Structured Workplace Learning) as part of their VCAL Learning Program, they must undertake the Work Related Skills Unit One and/or an appropriate accredited Occupational Health and Safety unit of competence prior to commencement of the SWL.

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 and organise 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 VCAL 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.

If a student does undertake a SWL as part of their VCAL Learning Program, they must undertake the Work Related Skills Unit One and/or an appropriate accredited Occupational Health and Safety unit of competence prior to commencement of the SWL.

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
Describe an OH&S plan for a work related environment that addresses up to three 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.

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.

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.

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
Year 11 Acceleration Criteria
(for acceleration into Units 3/4 study)

NAME: __________________________  Current Form: _________

Introduction
The following criteria will be used to determine the suitability of students for acceleration studies according to the College Acceleration Policy. Students may be asked to have criteria 6-13 rated by some of their current teachers.

Criterion rating scale:  H = High  M = Medium  L = Low

<table>
<thead>
<tr>
<th>Criterion</th>
<th>H/M/L</th>
<th>Proposed Acceleration Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic performance in Year 9/10 (as per application)</td>
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<td></td>
</tr>
<tr>
<td>Academic performance in Year 10/11 (as per application)</td>
<td></td>
<td></td>
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<tr>
<td>High level results across all subjects</td>
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<td></td>
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<tr>
<td>Excellent academic results in relevant previous areas of study</td>
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<tr>
<td>Participation in acceleration satisfies all VCAA/University requirements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To be completed by VCE Coordinators

<table>
<thead>
<tr>
<th>Criterion</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to meet deadlines</td>
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<tr>
<td>Attitude to work at a consistently high standard</td>
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<tr>
<td>Ability to work independently</td>
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<tr>
<td>Ability to seek and use advice</td>
<td></td>
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<tr>
<td>Ability to cope with new concepts</td>
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<tr>
<td>Problem solving ability</td>
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<tr>
<td>Communication skills</td>
<td></td>
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<tr>
<td>Aptitude test (if relevant)</td>
<td></td>
</tr>
</tbody>
</table>

Teacher signatures: __________________________________________

To be completed by subject teachers at the request of VCE Coordinators

Additional teacher comments:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Acceleration Application

[Please remove and complete this page and submit it with course selection sheet if you wish to be considered for acceleration]

Name: ______________________________ Date: __________________

Acceleration Programme Being Applied For: ____________________________

Reasons for Application: ____________________________________________

I have already completed a Unit 1 or 2 VCE subject in (state subject):

<table>
<thead>
<tr>
<th>Previous Years Academic Results</th>
<th>Current Year Academic Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year: 200_ Level:</td>
<td>Year: 200_ Level:</td>
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<td></td>
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<tr>
<td>Subject</td>
<td>Sem. 1</td>
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</tbody>
</table>

I have read the College Acceleration Policy and am aware of the requirements and implications of this policy. I am also aware that final selection for acceleration will depend on satisfying certain selection criteria and on the availability of courses.

Student Signature: ____________________ Parent Signature: ____________________

Approval granted: YES / NO

Reasons: ____________________________
Selecting Your Units of Study

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

<table>
<thead>
<tr>
<th>A</th>
<th>1</th>
<th>Returning to Mt. Eliza 2009?</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>If not, your intended destination?</td>
<td></td>
</tr>
</tbody>
</table>

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

| C | 1 | I have checked tertiary entry requirements for the year 2011 in the VICTER guide | Yes/No |
|   | 2 | I have run my subject selections through 'VTAC Course Link' (For University/TAFE Pathway) | Yes/No |

<table>
<thead>
<tr>
<th>D</th>
<th>TAFE/University Course</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
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<td>2</td>
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<td>5</td>
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<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Please complete the Subject Selection Form
VCAL INTERMEDIATE COURSE SELECTION FORM 2009  Due by 14/08/08

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

<table>
<thead>
<tr>
<th>LITERACY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ VCE English Units 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>☐ VCE Foundation English Units 1&amp; 2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NUMERACY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ VCE Foundation Maths Units 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>☐ VCE General Maths Units 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>☐ VCE Maths Methods Units 1 &amp; 2</td>
<td></td>
</tr>
</tbody>
</table>

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

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>☐ VET Course (specify):</td>
<td></td>
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</tbody>
</table>

Or

<p>| | |</p>
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<thead>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>☐ Australian School Based Apprenticeship (ASBA) specify:</td>
<td></td>
</tr>
</tbody>
</table>

VCE SUBJECTS:
You MUST select two VCE subjects (one from each block ‘B’ and ‘D’).
Indicate preferences 1–7 for BLOCK B & 1-3 for BLOCK D below:

<table>
<thead>
<tr>
<th>BLOCK B</th>
<th>Pref. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
<td></td>
</tr>
<tr>
<td>Business Management</td>
<td></td>
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<tr>
<td>Geography</td>
<td></td>
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<tr>
<td>Studio Art</td>
<td></td>
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<tr>
<td>PE</td>
<td></td>
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<tr>
<td>Media</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>BLOCK D</th>
<th>Pref. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Technology</td>
<td></td>
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<tr>
<td>Business Management</td>
<td></td>
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<tr>
<td>Design Technology</td>
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<tr>
<td>Visual Comm. &amp; Design</td>
<td></td>
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</tbody>
</table>

ANY OTHER VCE SUBJECTS YOU ARE INTERESTED IN SELECTING FOR 2009?

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: __________________________
**Year 11 2009**

**VCE 2009 SUBJECT SELECTION FORM**

Student: _______________________________  Home Group: ________________________

**CHOOSE 3 SUBJECTS FROM EACH BLOCK AND PLACE THEM IN PREFERENCE ORDER (1, 2, 3).**

English or Foundation English will need to appear as first choice in one of the blocks.

- If you are applying to do an accelerated subject this must be a first choice. Other accelerated subjects may be included as your 2nd or 3rd choice, these will be looked at if you are accepted to accelerate and there are no places in your first choice.

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>Subject Choice</th>
<th>BLOCK A</th>
<th>BLOCK B</th>
<th>BLOCK C</th>
<th>BLOCK D</th>
<th>BLOCK E</th>
<th>BLOCK F</th>
<th>VET (Optional)</th>
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<tbody>
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</table>

Career Preference: 1. ___________________________________________________  2. ___________________________________________________

Signatures:
Student: ___________________________  Parent: ___________________________  Pre Senior Teacher: ___________________________

Use this form as your record. Your pre-senior teacher will provide you with the final selection form. Final form due 14th August 2008 to Senior School.
The purpose of this sheet is to demonstrate how the blocking can affect your subject choices. You can only do one subject from each block.

Please place your preferences (1-3) for your choice of subject in every block.

You only choose a Year 12 subject if you wish to accelerate in that subject and have completed the acceleration form.

<table>
<thead>
<tr>
<th>Block A</th>
<th>Block B</th>
<th>Block C</th>
<th>Block D</th>
<th>Block E</th>
<th>Block F</th>
<th>VET Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 English</td>
<td>11 English</td>
<td>11 English</td>
<td>11 English</td>
<td>11 English</td>
<td>11 English</td>
<td>Agriculture &amp; Horticulture</td>
</tr>
<tr>
<td>11 General Specialist</td>
<td>11 General Maths</td>
<td>11 ESL</td>
<td>11 Food</td>
<td>11 Chemistry</td>
<td>11 Outdoor Ed</td>
<td>Beauty Services</td>
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<tr>
<td>11 Health</td>
<td>11 Health</td>
<td>11 Indonesian</td>
<td>11 Bus. Man</td>
<td>11 German</td>
<td>11 Drama</td>
<td>Build &amp; Const.</td>
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<tr>
<td>11 History</td>
<td>11 Bus. Man</td>
<td>11 IT</td>
<td>11 Physics</td>
<td>11 Legal Studies</td>
<td>11 Accounting</td>
<td>CISCO</td>
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<tr>
<td>11 PE</td>
<td>11 Studio Art</td>
<td>11 Maths Methods</td>
<td>11 Design Tech.</td>
<td>11 Psychology</td>
<td>11 Literature</td>
<td>Comm. Services</td>
</tr>
<tr>
<td>11 Foundation Maths</td>
<td>11 Chinese</td>
<td>11 Psychology</td>
<td>11 Vis Com &amp; Design</td>
<td>11 Foundation English</td>
<td>11 Music</td>
<td>Concept Devel Clothing</td>
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<tr>
<td>11 Economics</td>
<td>11 PE</td>
<td>11 Geography</td>
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<td>11 Art</td>
<td>Dance</td>
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<td>11 Media</td>
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<td>Electrical VCAL</td>
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<td>Electrotechnology</td>
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<td>Engineering</td>
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<td>Equine Industry</td>
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<td>Furnishing</td>
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<td>Hairdressing</td>
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<td>11 PDS (VCAL)</td>
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<td>Engineering</td>
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<td>Equine Industry</td>
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<td>Hairdressing</td>
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<td>12 English</td>
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<td>12 English</td>
<td>12 English</td>
<td>Hospitality</td>
</tr>
<tr>
<td>12 German</td>
<td>12 Art</td>
<td>12 Health</td>
<td>12 Chinese</td>
<td>12 Biology</td>
<td>12 Further Maths</td>
<td>Laboratory skills</td>
</tr>
<tr>
<td>12 Legal Studies</td>
<td>12 Design Tech</td>
<td>12 History</td>
<td>12 Further Maths</td>
<td>12 ESL</td>
<td>12 Media</td>
<td>Multimedia</td>
</tr>
<tr>
<td>12 Maths Methods</td>
<td>12 Further Maths</td>
<td>12 Outdoor Ed</td>
<td>12 Health</td>
<td>12 Indonesian</td>
<td>12 Physics</td>
<td>Music—Foundation</td>
</tr>
<tr>
<td>12 Psychology</td>
<td>12 Literature</td>
<td>12 PE</td>
<td>12 IT</td>
<td>12 Vis Com &amp; Design</td>
<td>12 Music</td>
<td>Music Cert III</td>
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<td>12 PE</td>
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<td>Sport—Comm Rec</td>
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<td></td>
<td>Sport—Outdoor Rec</td>
</tr>
<tr>
<td>12 Sen Lit (VCAL)</td>
<td>12 PDS (VCAL)</td>
<td>12 Sen Num (VCAL)</td>
<td></td>
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<td>ASBA</td>
</tr>
</tbody>
</table>
IMPORTANT DATES

Tuesday 29th July 2008
VCE/VCAL Pathways Information Session
Gymnasium/Drama Centre
7:00—8:30pm

Year 11 2009
Course Confirmation Days:
Thursday, 20th November 2008
Friday, 21st November 2008

Year 11
Parent Information Evening:
Tuesday, 2nd December 2008

Year 11 2009
Course Finalisation Days:
Wednesday, 3rd December 2008
Thursday, 4th December 2008

Senior School Team

Mrs Jessica Bambridge
Head Senior School

Ms Susan Bollard
Senior School Coordinator

Mr John Vernadakis
Senior School Coordinator

Mr Michael Callander
Senior School Coordinator

Student Pathways Coordinator

Mrs Deborah Batt

VCAL Coordinator

Ms Kay Peddle
Assistant Principal (Senior School)

Useful Websites

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

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

Job Guide
www.jobguide.dest.gov.au
1. **Collect** a 2009 VCE/VCAL Handbook from the Information Evening.

2. **Read** the information regarding:
   - **VCE** - Course requirements and successful completion (Pg 5)
   - **VCAL** - Course requirements and successful completion (Pg 9)

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

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

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

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

7. **Fill in a final Course Selection form** (coloured version available from your pre senior teacher). You, your parent or guardian and your pre-senior teacher must sign the final selection form.

8. **Course Selection forms** to be handed in to Senior School by **Thursday 14th August**.

9. **If doing a VET course**, ensure that deposit has been paid to Administration by Wednesday, 8th October 2008.

10. **Attend** the required Course Confirmation days on 20th or 21st November. **Bring your Handbook** and ensure the draft sections are completed. Your course counsellor will advise you of the suitability of the course you have chosen taking into account tertiary prerequisites, employment and the College timetable.

11. **Participate** in the Orientation Program on Monday 1st and Tuesday 2nd December, 2008.

12. **Attend Parent Information Evening on 2nd December 2008. Attendance is compulsory.**

13. **Final Step:** Course Finalisation on 3rd or 4th December 2009 (compulsory).