Course Selection Guide

Years 9, 10, 11 & 12

2016

Mount Eliza Secondary College

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

Mount Eliza Secondary College offers an outstanding range of possibilities, to cater for all students. During Year 9 you will be able to select a number of elective subjects to support your learning in a variety of Learning Areas. You will also be able to choose subjects in which you have a particular talent or interest. Year 10 students will be able to choose either a specific VCAL pathway or one designed for either VCE or VCAL in the later years. All students not commencing a VCAL program in Year 10 will study a VCE Unit 1/2 subject. In Years 11 and 12 students will choose to study either for their VCAL or VCE or VCE (Baccalaureate) certificate. Within either of these certificates students may study VET subjects.

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

The Year 9 curriculum at Mount Eliza Secondary College is based on a core and elective program. It is designed to provide students with the skills and knowledge for entry to VCE or VCAL. Students will select a program that will consist of six units for each semester giving a total of 12 units in all.

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

Students should note that to be eligible for the award of the VCE (Baccalaureate), students will be required to meet the requirements of satisfactory completion of the VCE and:

- satisfactorily complete a Units 3 and 4 sequence from English or Literature or English Language with a minimum study score of 30 or English as an Additional Language (EAL) with a minimum study score of 33
- satisfactorily complete a Units 3 and 4 sequence in either Mathematics Methods or Specialist Mathematics
- satisfactorily complete a Units 3 and 4 sequence in a VCE Language.

In Year 11, VCE students 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. VCAL students will undertake a course of core subjects at school each semester in addition to a VET course and a Work Placement.

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

We wish you well in your deliberations and study.

Stacey Sullivan  
Head of Year 12

Bree Hudson  
Head of Year 11

Aaron Prior  
Head of Year 10

Micah Davis  
Head of Year 9
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Selecting Subjects at Year 9

During Year 9 curriculum students will study Mathematics and English for the entire year and will participate in the Personal Futures program. Over the year students will study 8 other elective subjects. The program is designed to provide students with the opportunity to develop their skills and knowledge in preparation for Years 10, 11 and 12 across a wide variety of subjects whilst providing an opportunity for students to pursue study within areas of particular interest to them. Both Year 9 and 10 students will be studying together within the elective subjects.

We ask students to choose carefully. Assistance in making choices can be gained from a number of areas: your mentor, the careers co-ordinator, subject teachers, and the Year 8 and 9 co-ordinators are happy to provide advice. When making choices students should give thought to what they are interested in and what they are good at and select subjects based on their own preference NOT those of their friends. If students choose a subject that they are good at and enjoy, there is a good chance of success.

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

A small number of subjects incur additional materials costs. A place in these units is contingent on payment of materials costs.

The following information is a guide to subject selection.

Year 9 students must complete a total of 12 semester length units (6 per semester) plus the Personal Futures programme.

1. All students complete the Personal Futures programme throughout Year 9.

2. Students must complete the following compulsory units.
   a. ENGLISH Semester 1 and 2
   b. MATHEMATICS Semester 1 and 2

3. Students must select at least 1 semester length Science elective to study during Year 9.

4. Students must select at least 1 semester length Health and Physical Education elective to study during Year 9.

5. Students are required to complete an additional 6 elective units.
   a. Students may also choose to expand their learning in Languages by choosing to study:
      i. a Language Other than English elective
         • These electives run for the entire year so count as two electives.
         • If students wish to be eligible for the VCE (Baccalaureate) one of the requirements is to complete a VCE Language at VCE Units 3 and 4. If students wish to be eligible for the VCE (Baccalaureate) they will need to study this language throughout Years 9-11.
      ii. an English elective
   b. Students may also choose to study a Mathematics elective to expand their work in this core area or extra Science electives to consolidate their scientific knowledge or extra electives in the area of Health and Physical Education.
   c. All Year 9 students are encouraged to select subjects from most, if not all of the following broad Areas of Learning:
      i. The Arts,
      ii. Humanities, and
      iii. Technology.
      Students must select at least one semester elective in each of these Areas of Learning during either Year 9 or 10, completing this requirement during Year 9 increases student choice in Year 10.

During the counselling process the breadth of student’s subject selections will be examined and adjustments made if required.
Selecting Subjects at Year 10

The Year 10 curriculum at Mount Eliza Secondary allows students to choose from two possible pathways. Most students will undertake a program which is based on a core and elective program. Some students will choose a pathway which will allow them to begin working on the Victorian Certificate of Applied Learning.

Students working towards their Victorian Certificate of Applied Learning certificate will undertake a school based program for 3 days per week where they will study a Core curriculum covering Literacy, Numeracy, Personal Development and Work Related Skills. For the other 2 days per week, Year 10 students undertaking this pathway will study a VETiS certificate and will undertake Structured Workplace Learning. This may be structured within a School Based Apprenticeship and Training program (SBAT).

The remaining students will participate in a program designed to provide students with the skills and knowledge for entry into VCE. This pathway will also develop students’ skills for entry into VCAL at Year 11. All students will study Mathematics and English for the entire year and will participate in a Personal Futures program. These students will study a Unit 1/2 (Year 11) subject. Over the year the students will study a further 6 semester length elective subjects. This program is designed to provide students with the opportunity to develop their skills and knowledge in preparation for Years 11 and 12 across a wide variety of subjects whilst providing an opportunity for students to pursue study within areas of particular interest to them. Both Year 9 and 10 students will be studying together within the elective subjects.

We ask students to choose carefully. Assistance in making choices can be gained from a number of areas: your mentor, the careers co-ordinator, subject teachers, and the Year 10 and 11 co-ordinators are happy to provide advice.

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

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

A small number of subjects incur additional materials costs. A place in these units is contingent on payment of materials costs.

The following information is a guide to subject selection.

PATHWAY 1: VCAL

1. Students undertaking this pathway will undertake a core program of Literacy, Numeracy, Personal Development and Work Related Skills.

2. Students are required to complete a VETiS subject and Work Placement or an SBAT during Semester 1 and 2.

   The purpose of this is to provide opportunities for students to:
   • extend and challenge themselves beyond the programs offered at Year 10
   • begin working towards a qualification – VET certificate
   • commence a compulsory aspect of the VCAL certificate.

Please note: It is each student’s responsibility to source and organise their own Work Placement. At time the Career’s Counsellor may be able to provide some initial contact details.

Please refer to the description of VETiS / SBAT subjects in the second half of this booklet.
PATHWAY 2: Towards VCE

Students must complete a total of 12 semester length units (6 per semester) plus the Personal Futures programme.

1. All students complete the Personal Futures programme throughout Year 10.

2. Students must complete the following compulsory units.
   a. ENGLISH Semester 1 and 2
   b. MATHEMATICS Semester 1 and 2

3. Students are required to complete a VCE subject during Semester 1 & 2

   The purpose of this is to:
   • provide opportunities for students to extend and challenge themselves beyond the programs offered at Year 10;
   • 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.

   Please refer to the description of VCE subjects in the second half of this booklet.

4. Students must select at least 1 semester length Science elective to study during Year 10.

5. Students must select at least 1 semester length Health and Physical Education elective to study during Year 10.

6. Students are required to complete an additional 4 study units.

   The recommendation is to choose subjects which:
   • you like and are interested in;
   • you are good at; and ones where
   • you would like to further develop your skills.

   Students should also think about what they would like to study in Years 11 and 12 to ensure that they develop the necessary skills and knowledge in these areas during Year 10.

   a. Students may choose to expand their learning in Languages by choosing to study:
      i. a Language Other than English elective
         • These electives run for the entire year so count as two electives.
         • If students wish to be eligible for the VCE (Baccalaureate) one of the requirements is to complete a VCE Language at VCE Units 3 and 4. If students wish to be eligible for the VCE (Baccalaureate) they will need to study this language throughout Years 9-11.
      ii. an English elective

   d. Students may also choose to study a Mathematics elective to expand their work in this core area or extra Science electives to consolidate their scientific knowledge or extra electives in the area of Health and Physical Education.

   b. All Year 10 students are encouraged to select subjects from most, if not all of the following broad Areas of Learning:
      i. The Arts,
      ii. Humanities,
      iii. Technology.

   Students **must** select at least one semester elective in each of these Areas of Learning during either Year 9 or 10.

During the counselling process the breadth of student’s subject selections will be examined and adjustments made if required.
LIST OF YEAR 9 AND 10 SUBJECTS AND LEVIES

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

These charges represent extra materials that are required to complete the course and enrolment will only be confirmed when these payments are made.

All payments for electives are required by Friday 18th September 2015 to secure enrolment.

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<th>SUBJECT NAME</th>
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<td>Year 10 Personal Futures</td>
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<td>SBAT</td>
<td>Year 10</td>
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<td>Performance Arts</td>
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<td>Between the Lines</td>
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<td>Express Yourself</td>
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<td>Speak Up</td>
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<td>INFORMATION AND COMMUNICATIONS TECHNOLOGY</td>
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**IMPORTANT DATES TO REMEMBER**

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<td>Tuesday 19th May</td>
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<td>Year 9 and 10 Subject Expo</td>
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<td>Year 9 and 10 Course Information Evening</td>
<td>Thursday 21st May</td>
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<td>Compass opens for booking Course Counselling Interviews</td>
<td>Thursday 21st May</td>
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<td>Course Selection Website Opens for subject selection</td>
<td>Thursday 21st May</td>
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<td>Due date for On-line submission selections</td>
<td>Tuesday 2nd June</td>
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<td>Due date for submitting Course Planning Sheet and Course Selection Print Out to mentor</td>
<td>Wednesday 3rd June</td>
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<td>Last day to book Year 9 and 10 Course Counselling Interview Times</td>
<td>Friday 5th June</td>
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<td>Course Counselling Interviews</td>
<td>Wednesday 10th June</td>
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<td>Subject Allocation published</td>
<td>Monday 4th August</td>
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<td>VET deposits due ($150 non-refundable)</td>
<td>Friday 18th September</td>
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<td>Booklists available</td>
<td>Friday 5th September</td>
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<tr>
<td>Elective Levy Payment due</td>
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<td>VET fees due</td>
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**VCAL Studies**

**Victorian Certificate of Applied Learning (VCAL)**

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for Year 10 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. Students who choose to do the VCAL are likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing school.

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

VCAL is studied under five compulsory strands:

- **Strand 1** - Literacy Skills.
- **Strand 2** - Numeracy Skills.
- **Strand 3** - Industry Specific skills are usually drawn from Vocational Education and Training (VET) programs, VCE VET subjects or through the training component of a Traineeship or a School Based Apprenticeship & Traineeship (SBAT).
- **Strand 4** - Work Related Skills are undertaken through participation in a school based course.
- **Strand 5** - Personal Development Skills requires you to participate in team based projects and / or structured activities that will develop your team work skills, self confidence and other skills important for life and work. Project work will be completed through school based activities.

VCAL has three levels – Foundation, Intermediate and Senior. Certificates are awarded for the successful completion of each of the levels. It is envisaged at MESC that, in most cases, Year 10 students will study for the Foundation Certificate.

VCAL courses are designed to suit individual needs and students electing this pathway will have extensive course counseling with the Student Pathways Coordinator and / or Year 10 Coordinators.

Students selecting a VCAL program will be required to choose either a VET course or organise a Traineeship / School Based Apprenticeship & Traineeship (SBAT). If these requirements are not met, the student will not be enrolled in VCAL and will be required to select a general Year 10 course.

**VCAL School Based Subject Cost:** $270

**Extra costs** – students may incur extra costs depending on the studies selected. Students studying VET subjects will incur the cost of such courses as outlined in the VET section of this handbook.

**School Based Apprenticeship & Traineeship (SBAT)**

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

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

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

Successful completion of a VET in the VCAL program provides students with 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.

VET COSTS:

*Any student interested in a VET subject should discuss this with Mrs Leanne Paterson, Student Pathways Coordinator. Many of the VET courses available are listed later in this booklet.*

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

**FULL PAYMENT OF VET FEES MUST BE MADE BEFORE STUDENT ENROLMENT IS CONFIRMED WITH COURSE PROVIDERS.** Where full payment is not received by Tuesday 30th November, an alternative program will need to be discussed with relevant course counsellors.

**VET Deposit:** A *non-refundable* deposit of $150 is due by 18th September 2015.

**Final Payment:** Tuesday 30th November
CORE and ELECTIVE DESCRIPTIONS

PERSONAL FUTURES

Personal Futures is a thematic based learning program designed to extend on prior learning undertaken in Real Time Learning. Over years 9 and 10 students will embark on a personal learning journey exploring the concepts of goal setting, education and career planning, community involvement (local and global), social and supportive relationships. This programme provides term based learning modules designed to enhance the Physical, Personal and Social Learning and Interdisciplinary Learning aspect of the curriculum. Throughout the two years students will be provided ‘opt in’ learning opportunities that enable them to personalise their learning and focus on areas of interest, strengths and weaknesses. To support their learning further, teachers provide a team based approach to the teaching and learning environment: providing further opportunities for students to develop their interpersonal and social capabilities.

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<td>Smart Goals</td>
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<td>Career Action Plans (TAFE - University visits)</td>
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**Proposed Subject Cost:**  
Personal Futures Year 9: **$240**  
Proposed Subject Cost: Personal Futures Year 10: **$35**

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. **Payment Plans** are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September.
THE ARTS

ART
This exciting and rewarding subject promotes independence in students’ approach to exploring, developing and refining images and forms in their artworks. They use a range of interesting and varied materials to record, experiment with and refine ideas which assist in developing their own art style. During the semester, students experience the pleasure of many different art forms including: photography, drawing, painting, printmaking, and sculpture/ceramics. Some of the different techniques used include landscape and portrait photography, acrylic and water colour painting, stencilling, lino and monotype printing, oil and chalk pastel work, different drawing styles and techniques, clay modelling and 3D construction. This subject is an important stepping stone to VCE Art and Studio Arts.

Proposed Subject Cost: ART: $109.00 per Semester
Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.

MUSIC AND SOUND
Do you enjoy music? Have you ever wanted to learn how to play an instrument? How about perform in a band? Or maybe you’re more interested in the technical production of music? If you answered yes to any of these questions, this may be the subject for you. No experience necessary.

Students will develop skills in various instruments, performance, music theory and will learn to play alongside other young musicians. They will undertake a practical study designed to develop awareness of all aspects of performance with an emphasis on performances of both solo and ensemble works. Collaboratively, students will apply their knowledge and understanding to design, create and produce arts works influenced by the style of particular artists or cultures. Students will be involved in regular rehearsals and public performances.

This subject also gives students the opportunity to learn about sound engineering. This involves recording, editing and mixing the band using industry standard equipment and software. Students will also learn about live sound, which involves setting up and operating a P.A. system. This is an important subject for students who may be considering VCE Music or VET Music Industry in the future.

* Students will be required to undertake instrumental music lessons either at school or outside of school. No prior experience necessary.

Proposed Subject Cost: MUSIC and SOUND: $30.00 per Semester
Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
PERFORMANCE ARTS
In this elective, students will have the opportunity to perform and express themselves through music, drama, movement and mime. They will be involved in scripted and non-scripted plays and they will also have the chance to perform in a live musical production. Students will learn about the use of symbols in drama and explore ways of expressing themselves through language. Students will gain experience in developing their natural ability as well as learning new styles of theatre. They will design and construct props and consolidate their knowledge of stagecraft.

Proposed Subject Cost: PERFORMANCE ARTS: $25.00 per Semester
Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.

VISUAL COMMUNICATION DESIGN
The Visual Communication Design course aims to develop an understanding and awareness of graphic means through imagery, including contemporary technologies. During the semester students will experience a variety of techniques relevant to the design industry, including using shading to render objects realistically and the use of computer generated image editing programs such as Photoshop. This subject will further develop the students’ ability to solve design problems through researching, designing and analysing information and will help them to better understand and interpret the visual world surrounding them.

Proposed Subject Cost: VISUAL COMMUNICATION DESIGN: $109.00 per Semester
Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
ENGLISH

COMPULSORY UNIT FOR EACH SEMESTER

YEAR 9 ENGLISH SEMESTER 1 AND 2
The English Curriculum aims to develop in students the ability to speak, listen, read, view and write with enjoyment, purpose, effect and confidence. It also encourages understanding of the ways in which language varies according to context, purpose, audience and content.

YEAR 10 ENGLISH SEMESTER 1 AND 2
These units are designed to further develop students the ability to speak, listen, read, view and write with enjoyment, purpose, effect and confidence. It also encourages understanding of the ways in which language varies according to context, purpose, audience and content. A broad range of texts is studied, and the focus is the capacity to discuss and analyse texts and language critically.

YEAR 10 EAL - ENGLISH AS A SECOND LANGUAGE SEMESTER 1 AND 2
These units are designed to support students for whom English is a second language. It is primarily designed for students who will meet the English as a Second Language criteria to study EAL in Year 12.

Elective Choices for English

BETWEEN THE LINES
‘Between the Lines!’ is an English elective unit which focuses on the receptive modes, particularly analysis and interpretation of written, visual and spoken texts.

What will you do?
Firstly, you will develop a ‘Reader’s Toolbox’. Your toolbox will be built up over a period of time and will comprise tools designed to help make you a better text analyst. Your tools might include, for example; three level reading, comprehension, denotation, connotation, annotation, context and interpretation, analysis, essay frames and conventions, characterisation, genre, context, purpose, audience, form, language, and style.
Once you have served your reading apprenticeship by filling your toolbox, you can then become a fledgling analyst by producing a portfolio of pieces in response to literature. You will negotiate your ideas and production with your teacher. You might for example;
- Produce a folio which explores a theme, such as ‘The First Australians’
- Your folio might be united by a genre approach, for example you may wish to explore a number of works in the gothic genre or horror genre.
- Your folio might choose to sample a number of things you have always wanted to read; poetry, play scripts, comic strips or graphic stories.

Proposed Subject Cost: BETWEEN THE LINES: NIL
As an elective, this subject will only proceed if enough interest is sought.
EXPRESS YOURSELF

‘Express Yourself!’ is an English elective unit which focuses on the productive modes, particularly creation of written and multimodal texts.

What will you do?
Firstly, you will develop a ‘Writer’s Toolbox’. Your toolbox will be built up over a period of time and will comprise tools designed to help make you a better composer of text. Your tools might include, for example, ways of working with: narrative structure, characterisation, writing conversation, exciting vocabulary, playing with time, genre, context, purpose, audience, form, language, and style.

Once you have served your writing apprenticeship by filling your toolbox, you can then become a fledgling writer by producing a portfolio of written and multimodal pieces. You will negotiate your ideas and production with your teacher. You might for example;

- Produce a folio which explores a theme, such as ‘Humans and their Environment’ by creating a political cartoon which presents a view about an environmental issue, a photo story about an endangered species or area, a science fiction story which explores the impact of human impact on the environment and a personal recollection of a moment when you were affected by your environment.
- Your folio might be united by a genre approach, for example you may wish to create a number of works in the anime genre or steam punk genre.
- Your folio might choose to simply have a go at a number of things you have always wanted to try; poetry, play scripts, comic strips or graphic stories.

Proposed Subject Cost: EXPRESS YOURSELVES: NIL
As an elective, this subject will only proceed if enough interest is sought.

SPEAK UP

‘Speak Up!’ is an English elective unit which focuses on the productive modes, particularly speaking and listening.

What will you do?
Firstly, you will develop a ‘Speaker’s Toolbox’. Your toolbox will be built up over a period of time and will comprise tools designed to help make you a better speaker and listener. Your tools might include, for example; impromptu speaking, active listening, effective questioning, note-taking, matter, method, manner, presentation, debating, socratic dialogue.

Once you have served your speaking apprenticeship by filling your toolbox, you can then become a fledgling presenter by producing an oral portfolio. You will negotiate your ideas and production with your teacher. You might for example;

- Produce a folio which explores a theme, such as ‘Comedy’
- Your folio might be united by a genre approach, for example you may wish to present a number of persuasive pieces.
- Your folio might choose to sample a number of things you have always wanted to try; poetry reading, stand-up comedy, public speaking competitively.

Proposed Subject Cost: SPEAK UP: NIL
As an elective, this subject will only proceed if enough interest is sought.
HEALTH and PHYSICAL EDUCATION

ACTIVE HEALTH
Active Health will provide students with the opportunity to analyse the factors that shape their sense of self and wellbeing through both theoretical and practical based learning. A range of situations where their own or others’ health and wellbeing may be at risk will be investigated by students as problem solving exercises. This will include health issues in society such as obesity and types of mental illness, with specific focus on diagnosis, treatment and care. Throughout the semester, students will also have the opportunity to engage in regular physical activity to enhance the health and wellbeing for themselves and their community.

Relationships, risks taking behaviours such as understanding appropriate sexual behaviour and laws on the health and wellbeing of Australians are other key focus areas of this subject. Students will investigate a range of community health services and strategies offered and analyse how they promote good health as well as how they can be used to support the health needs of individuals. Students will also examine strategies that address the current trends in health status of Australians and analyse the role of nutrition in relation to this. Students planning to study VCE Health and Human Development are advised to undertake a minimum of one semester of Health Education.

Proposed Subject Cost: ACTIVE HEALTH: $60.00 per Semester
Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.

PHYSICAL EDUCATION
In Physical Education, the focus is on providing students with an opportunity to practice and apply movement concepts, coaching strategies and biomechanical principals in a range of sporting contexts. Students will investigate coaching styles and develop knowledge and skills of successful coaching techniques through practical experience. Through their coaching experiences, the students will be able to compare and contrast coaching styles and develop training sessions for athletes of differing ability and age levels. Monitoring patterns of participation is another key element of this subject, with students becoming familiar with how to apply the Australian Physical Activity and Sedentary behaviour guidelines.

A study of the muscular, skeletal and cardio-respiratory systems is covered. The students will investigate the different components of fitness, learn to set personal fitness goals and undertake a personalised training program for improving or maintaining physical activity and fitness levels. The study of training methods and principles as well as the effect training has on the body systems is also covered. Throughout the course of the semester, students will be exposed to a balance of practical and theoretical experiences. Regular involvement in both elements of the course is compulsory and will include activities to assist the students in understanding and learning through, in and about movement.

Students planning to study VCE Physical Education are advised to undertake a minimum of one semester of Physical Education.

Proposed Subject Cost: PHYSICAL EDUCATION: NIL
As an elective, this subject will only proceed if enough interest is sought.
OUTDOOR EDUCATION
Outdoor Education involves the study of natural ecosystems and the techniques required to journey through these environments. Students study the history, characteristics, flora, fauna, human uses and conservation of a range of ecosystems and participate in a series of excursions and camps. Students planning to study VCE Outdoor and Environmental Studies are advised to study a minimum of one semester of Outdoor Education.

COASTAL & FOREST (SEMESTER 1 ONLY)
During term 1, students complete a study of coastal environments and the skills required for safe surfing and other aquatic activities. Topics covered include flora and fauna of the coast, wave formation, weather, water safety, and basic surf skills. Students develop their practical skills through:
- surf lessons
- 2-day surf camp

During term 2, students complete study of forest environments and skills required to complete an overnight bushwalk. Topics covered include Victorian forest types, map reading, navigation, menu planning, minimal impact and categories of National Parks. Students develop their practical skills through:
- a trangia cooking session
- 2-3 day bushwalking camp
- Camp preparation

Proposed Subject Cost: COASTAL & FOREST: $357.00 per Semester
Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.

ALPINE & RIVER (SEMESTER 2 ONLY)
During term 3, students complete a study of alpine environments and the skills required to cross-country ski. Topics covered include characteristics of snow, equipment and clothing, role of technology, hypothermia, snow safety and conservation of alpine environments. Students develop their practical skills through:
- Ice skating excursion
- 2-day Nordic ski camp

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

Proposed Subject Cost: ALPINE & RIVER: $441.00 per Semester
Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
The **HUMANITIES**

The Humanities provides an opportunity to learn about and understand Australian Society, societies from other countries, local, regional and global environments and the way people interact with their environments.

**ECONOMICS, CIVICS & CITIZENSHIP**

This elective program will provide students with a range of information about some of the issues and systems they will encounter in their lives after school. Forewarned and forearmed! In this course students will study topics such as how different societies allocate resources to satisfy the wants and needs of its members. As with any social science, this course is concerned with human social behaviour: the behaviour of individuals and the interaction among them. Economics is also concerned with how to best manage resource scarcity and addresses the requirements for human survival and economic sustainability.

The course also gives students the opportunity to find out about the rights and responsibilities of young people as their lives become more independent. Other Legal Studies topics may include an examination of the origin of Australia’s legal system and how Australian laws are made. Students will investigate where our law comes from, how laws are made, and crimes in society.

Business topics may include “Running Your Own Business” and “Who Want to Be a Millionaire?”. These topics explore types of business ownership, the 4P’s marketing mix, advertising strategies, product and package design and economies of scale. Students take on the State and tackle the ASX School’s Sharemarket Game. Will conservative investors or major risk takers be the most successful?

This subject is an excellent introduction for students who may be interested in studying Business Management, Economics, Legal Studies or Politics in VCE or if considering a career in the law or politics.

**Proposed Subject Cost:** ECONOMICS, CIVICS AND CITIZENSHIP: NIL

As an elective, this subject will only proceed if enough interest is sought.

**GEOGRAPHY**

The Geography units offered allow students a wide range of choice in terms of both the physical elements of Geography and the interaction with human environments. All units focus on global and regional areas with current examples that create a challenging and informative program. Students are able to engage in a variety of issues that our planet faces today and are exposed to the diverse nature of the world we occupy. Across the entire 9/10 Geography program students may undertake studies from the following areas:

- The study of Current Issues looks at questions such as: Can the world sustain current population growth? Are measures such as ‘China’s One Child Policy’ an appropriate solution? Why is there such a huge difference between the rich and poor countries of the world? What are the different conditions that people live under and what can be done to help these less developed areas?
- Marine Geography focusses on the formation of key features of the ocean, the influences of tides and currents, human impact on these areas and the ecological balance of these environments. Excursions to coastal sites on the peninsula provide students with real life examples of their studies.
- Our Dynamic earth looks at the physical forces that control the elements of our environment and the way in which humans respond to these changes. Students investigate the causes of sudden and often devastating events such as earthquakes, volcanic eruptions, tsunamis and cyclones.
- Environmental Geography concentrates on the natural ecosystems of the world and how human interaction has altered nearly every area of the world. Topics include endangered species, deforestation, pollution and climate change. Students will have the opportunity to visit a local animal sanctuary to experience the need for conservation in the local area.

**Proposed Subject Cost:** GEOGRAPHY: NIL

As an elective, this subject will only proceed if enough interest is sought.
HISTORY

Exploring and analysing various historical contexts, the MESC year 9/10 history course will challenge students to uncover the origins of contemporary societies – the good, the bad, and the ugly. With studies as varied as Australian colonisation and the resulting Frontier Wars, to the explosion of the Great War in 1914, or the rise of Hitler and Nazi Germany during World War II, students will undertake in depth inquiry based studies into the areas of their interest within each historical context that is offered. Not simply a rigid classroom based subject, the History program will also bring the past to life through fieldwork activities and opportunities for engagement with innovative historical institutions; for example, the Jewish Holocaust Centre.

This elective program is designed to enable students to develop an understanding of change, continuity, causation and evidence; develop the knowledge, concepts and skills to analyse the ways in which the past has been represented visually, orally and in written form; develop the historiographical skills required to respond to historical evidence creatively and critically; acquire a broad historical knowledge that presents a rich understanding of world histories. Ultimately, students will learn how to use their historical knowledge to better understand the complex world of today – certainly, the past does not repeat itself, but it often rhymes.

**Proposed Subject Cost: HISTORY: NIL**
As an elective, this subject will only proceed if enough interest is sought.
LANGUAGES

Note: In 2014 the Victorian Government, through VCAA, developed a new award the VCE (Baccalaureate).

To be eligible for the award of the VCE (Baccalaureate), students will be required to meet the requirements of satisfactory completion of the VCE and:

- satisfactorily complete a Units 3 and 4 sequence from English or Literature or English Language with a minimum study score of 30 or English as an Additional Language (EAL) with a minimum study score of 33
- satisfactorily complete a Units 3 and 4 sequence in either Mathematics Methods or Specialist Mathematics
- Satisfactorily complete a Units 3 and 4 sequence in a VCE Language.

The study of languages prepares students for a world in which intercultural communication and understanding are becoming more and more important. Students learn to understand the multicultural and multilingual nature of Australian society and a world that is globalising and highly mobile.

The study of languages at this level is connected to all fields relevant to the students such as their future pathways of study and their possible careers. Texts, activities and domains are selected that draw on the contexts in which languages such as Indonesian is used in Australian society, including the many study and occupational fields in which a second language is useful, locally and globally. By the end of Year 10, students will have a functional level of competency in Indonesian.

Languages must be studied continuously as the skills and content are cumulative. Please note that it is not possible to commence the study of a language in Year 9. If a student wishes to continue their study of a language into Year 11 and 12 they must study the language for all four semesters in Year 9 and 10.

YEAR 10 GERMAN SEMESTER 1 AND 2

In this course students will deepen their understanding and appreciation of the German language as they develop their listening, speaking, reading and writing skills. Students will learn about the German speaking world and through this, gain a greater understanding of their own language and culture.

This course will build upon the knowledge acquired in Years 7 and 8. Students’ knowledge and understanding of German structures will increase and their communication skills in listening, speaking, reading and writing will develop through the study of French in context. Topics students will study include:

- Food and cooking which includes a restaurant visit.
- Film studies which may include the making of a film.
- Jobs and careers which include workshops in the City on the importance of learning German.
- How to ask for and give directions, using current city maps
- The world of Fashion
- Current Music Trends
- Holidays and Travel

Students also connect to and collaborate with classrooms around the world via a wide range of Web 2.0 tools. Student Exchanges are offered to continuing LOTE students in each of the Languages where possible.

Proposed Subject Cost: GERMAN Semester 1 & 2: $43.00

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
INDONESIAN SEMESTER 1 AND 2

In this course students will deepen their understanding and appreciation of the Indonesian language as they develop their listening, speaking, reading and writing skills. Students will learn about the Indonesian speaking world and through this, gain a greater understanding of their own language and culture. This course will build upon the knowledge acquired in Years 7 and 8. Students’ knowledge and understanding of Indonesian structures will increase and their communication skills in listening, speaking, reading and writing will develop through the study of Indonesian in context. Topics students will study include:

- Food and cooking which includes a restaurant visit.
- Film studies including film reviews and film scripting.
- Jobs and careers.
- How to ask for and give directions, using current city maps, including a city scavenger hunt.
- The world of Fashion both in the western world and modern Indonesia.
- Current Music Trends.

Students also connect to and collaborate with classrooms around the world via a wide range of Web 2.0 tools.

Study Tours are offered to continuing Language students in Indonesian, where possible.

**Proposed Subject Cost:**  INDONESIAN Semester 1 & 2: $63.00

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
During Year 9 students will study Mathematics for both Semester 1 and Semester 2. The study of Mathematics is also compulsory for both Semester 1 and Semester 2 during Year 10.

In 2016 the core Mathematics programme at Years 9 and 10 will be arranged into four Year 9/10 themes.

**Theme 1: Year 9/10 Foundation Mathematics.** This subject is designed to revisit, consolidate and develop the foundations of student’s mathematical skills and understandings. Students will strengthen their skills in the concepts studied during Year 7 and 8 as well as explore topics which are introduced at Level 9 AUSVELS.

**Theme 2: Year 9/10 Essential Mathematics.** This subject is designed with the Level 9 AUSVELS as its focus. Students will build upon the skills they have successfully developed at Level 8 Mathematics AUSVELS and will explore topics which are introduced at Level 9 AUSVELS.

**Theme 3: Year 9/10 Algebraic Mathematics.** This subject is designed with the Level 10 AUSVELS as its focus. Students will build upon the skills they have successfully developed at Level 9 Mathematics AUSVELS and will explore topics which are introduced at Level 10 AUSVELS. Students studying Mathematics successfully at this level would most likely choose to study General Mathematics at VCE level. Students who consistently achieve above Level 10 assessments may choose to study VCE Mathematical Methods/Specialist Mathematics when in Year 11.

**Theme 4: Year 10 Introducing Mathematical Methods.** This subject is designed with the Level 10A AUSVELS as its focus. Students will build upon the skills they have successfully developed at Level 10 Mathematics AUSVELS and will be exposed to and explore advanced concepts related to Mathematical Methods. Students studying Mathematics successfully at this level would most likely choose to study Mathematical Methods/Specialist Mathematics when in Year 11.

The diagram represents the most common pathways in Mathematics although there are many other combinations of pathways to suit student needs.

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To be eligible for the award of the VCE (Baccalaureate), students will be required to meet the requirements of satisfactory completion of the VCE and:

- satisfactorily complete a Units 3 and 4 sequence from English or Literature or English Language with a minimum study score of 30 or English as an Additional Language (EAL) with a minimum study score of 33
- satisfactorily complete a Units 3 and 4 sequence in either Mathematics Methods or Specialist Mathematics
- satisfactorily complete a Units 3 and 4 sequence in a VCE Language.
YEAR 10 EAL - MATHEMATICS SEMESTER 1 AND 2
These units are designed to support students for whom English is a second language. Work in this subject will focus upon the language aspects of Mathematics, developing students' skills to read for understanding, interpret and respond to mathematics problems. Students will learn to write mathematically in English. This course is primarily designed for students who will meet the English as a Language criterion to study EAL in Year 12.

Elective Choice for Mathematics

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

Students will also learn ways of using CAS technology to aid them in the solution of challenging problems.

**Proposed Subject Cost:** **PROBLEM SOLVING & LOGIC: NIL**
As an elective, this subject will only proceed if enough interest is sought.
SCIENCE

EXTREME SCIENCE

This unit explores science in the extreme. Students will explore some extreme environments ranging from the harsh deserts to the depths of the ocean and to the deep realms of the universe. On this journey, students will explore how life has evolved or could evolve in these extreme conditions. This may include classification, analysing ecosystems and evolution. We also look at the structure of the Earth and Space, and the physics of the sea in relation to these environments. Students will also investigate the Chemistry around each environment. This may include reactions important to life and Chemistry of the Natural world.

Focus for 2016- The marine world- classification of marine plants and animals, chemistry around seawater, buoyancy, physics of the sea, plate tectonics.

Focus for 2017- Earth and space- extremophiles, evolution and chemistry around early life, astronomy, designing a space suit- materials testing including polymers, effect of space travel on the body, science of space travel and discovery.

Proposed Subject Cost:  EXTREME SCIENCE: $25.00 per Semester

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.

FORENSIC SCIENCE

This elective explores the science behind the ever changing world of the Forensic Investigator. Students will investigate the anatomy & physiology of the human body and how they are examined to solve criminal cases. Fingerprints analysis, hair, blood, genetics, anthropology and bacteria form some of the biological areas of study. Students will study the chemistry of the human body and undertake experimental methods to analyse these chemicals and the resultant reactions. The world of physics is also examined. Students will learn to apply the laws of physics through investigations involving force and motion. The study of collisions, ballistics, blood spatter and momentum enable students to explore both the practical and theoretical understanding behind crimes involving impact and collisions. The creation and development of their ‘own crime scene’ combined with the analysis of famous criminal cases of the past, enables students to develop their knowledge and understanding of scientific method and the skills required to test the validity of hypotheses.

Focus for 2016- crime scene investigation, body systems and rat autopsy, anthropology, physical evidence including- hair, fingerprinting and fibres, forensic chemistry including pH, motion and forces on motor vehicles.

Focus for 2017- death and associated flora and fauna, frog dissection, biometrics, physical evidence including- soil analysis, blood and blood splatter, analytical chemistry techniques, ballistics and projectile motion

Proposed Subject Cost:  FORENSIC SCIENCE: $25.00 per Semester

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
**LIFE SCIENCE**

In this elective unit, students will encounter the fascinating role that science plays in various aspects of life. To gain a deeper insight into the scientific processes that sustain our lives, the unit will explore three components – Biology, Chemistry and Physics. To understand the science of genetics, students will explore the structure and function of DNA, techniques and ethics involved in genetic engineering as well as genetically modified & transgenic organisms. The unit also draws on the captivating topic of the evolution of life, natural selection and classification. To investigate the chemistry of life, students study atomic theory, types of chemical reactions and practice writing & balancing equations. Students will also explore electricity and electrical circuits as part of the physics component in the context of circuits in their home. To gain a solid understanding and appreciation of Life Sciences, students will participate in practical experiments throughout the unit which further develops their investigation skills.

Focus for 2016 – Structure and function of DNA, genetics, genetic engineering techniques, natural selection and evolution, classification, atomic theory, chemical reaction types, writing and balancing chemical equations, bonding and polymers, electricity and electrical circuits in the home.

Focus for 2017 – Cell structure, chromosomes, DNA structure, cell replication, sexual and asexual reproduction, inheritance, genetic disorders, pedigrees, atomic theory, chemical reaction types, writing and balancing chemical equations, bonding and polymers, electricity, electrical circuits and robotics.

**Proposed Subject Cost:** **LIFE SCIENCE:** $25.00 per Semester

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.

**NEUROSCIENCE**

This elective explores the weird and wonderful world of neuroscience. Students will take a journey through the anatomical structure of the brain and nervous or endocrine systems, investigating how the brain works to determine our thoughts, feelings and bodily functions. They will investigate the chemistry of the body and the chemicals needed for the function of the systems being investigated. Students will look at neurotransmitters, neural impulses and the chemistry behind how different chemicals and drugs affect the brain. Students will look at how the brain responds to different stimuli including the science around sight and light or waves and sound. They will look at disorders or damage to the brain or associated systems. Students will look at the psychology of the brain which may include memory, sleep, behaviour and intelligence.

Focus for 2016- Brain and endocrine system, senses of sight and smell, light, hormones- chemical messengers, homeostasis, evolution of brain, behaviour, effect of drugs on the brain.

Focus for 2017- Brain and nervous system, memory, senses of sound, taste and touch, body elements and general reactions, forces and brain trauma, sleep, effect of alcohol on the brain.

**Proposed Subject Cost:** **NEUROSCIENCE:** $25.00 per Semester

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
FOOD and TECHNOLOGY

Coursework in Food and Technology gives students an opportunity to have hands on experience with a range of ingredients, equipment and preparation and processing techniques.

The course content rotates over two years. The focus for this Year 9/10 Food and Technology this year has been foods from around the world. Over the one Semester students investigated the major influences on the Australian food culture and the kinds of foods/dishes different countries have introduced into our homes, supermarkets and restaurants. Students produced a product from a different country each practical lesson. There was a theory component in which students researched a country of choice.

In 2016 students will study food safety and hygiene, key food groups, cooking for special needs, preservation of foods, product development and marketing of food products.

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

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

**Proposed Subject Cost:** FOOD and TECHNOLOGY: $202.00 per Semester

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.

INDUSTRIAL DESIGN & TECHNOLOGY - Wood, Metal & Plastics

Design and technology develops a student's ability for innovation and creative design through the problem solving, planning and production of design projects related to real-life needs. The design and development of projects gives students the opportunity to identify needs and opportunities, research and investigate existing products, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and produce design projects. They will learn about a range of production processes and evaluate their work on completion.

This course is designed to provide practical, project management skills that will enable the student to achieve in a variety of areas. It is useful in providing a basis for an introductory entry into Product Design and Technology VCE units 1 to 4.

**Proposed Subject Cost:** WOOD, METAL & PLASTICS: $128.00 per Semester

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
MEDIA
Did you know that we consume an average of 9 hours of media every single day? Understanding the way the media works, and the products it creates, is essential to being a citizen in the modern world. This course will support students to discover how the media industry operates, and to identify the challenges faced by both the producers and consumers of 21st century media products. After an in-depth study of film genre, students will write, film and edit their own short film. They will also research a film role and undertake this role in their production. Students will also gain an appreciation of professional films, images and advertising, and how they create meaning for an audience. This course is highly beneficial for those looking to pursue VCE media studies.

Proposed Subject Cost: MEDIA: $35.00 per Semester
Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.

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

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

Proposed Subject Cost: TEXTILES: $101.00 per Semester
Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
INFORMATION & COMMUNICATIONS TECHNOLOGY

MULTIMEDIA AUTHORING
Students will have the opportunity to learn multimedia skills using various types of software including – Flash, Photoshop, Dreamweaver, Audacity and Game Maker

Students will:
• produce and manipulate digital images
• incorporate text and audio into multimedia presentations
• use an authoring tool to create an interactive sequence
• create a website
• edit music and sounds
• use software to program simple games

Proposed Subject Cost: MULTIMEDIA AUTHORING: $29.00 per Semester
Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
MOUNT ELIZA SECONDARY COLLEGE YEAR 9 and 10 CURRICULUM 2016
NON-VCAL PROGRAM SUMMARY

<table>
<thead>
<tr>
<th>Areas of Learning</th>
<th>Language</th>
<th>Mathematics</th>
<th>Science</th>
<th>The Humanities</th>
<th>Health and Physical Education</th>
<th>The Arts</th>
<th>Technology</th>
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<tbody>
<tr>
<td>Compulsory Units</td>
<td>English/EAL (2 semester units)</td>
<td>Mathematics (2 semester units)</td>
<td>Science (1 Semester Unit)</td>
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<tr>
<td>9 and 10 Elective Units</td>
<td>English</td>
<td>Mathematics</td>
<td>Science</td>
<td>Economics</td>
<td>Health</td>
<td>The Arts</td>
<td>Information &amp; Communication Technology</td>
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<td></td>
<td>• Express Yourself</td>
<td>• Problem Solving &amp; Logic</td>
<td>• Extreme Science</td>
<td>• Economics, Civics and Citizenship</td>
<td>• Active Health</td>
<td>• Art</td>
<td>• Multimedia Authoring</td>
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<td></td>
<td>• Between the Lines</td>
<td></td>
<td>• Forensic Science</td>
<td>Geography</td>
<td>Physical Education</td>
<td>• Music and Sound</td>
<td>• Authoring Technology</td>
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<td></td>
<td>• Speak Up Language</td>
<td></td>
<td>• Life Science</td>
<td>Geography</td>
<td>Outdoor &amp; Environmental Studies</td>
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<td></td>
<td>• Year 10 German 1 &amp; 2</td>
<td></td>
<td>• Neuroscience</td>
<td>History</td>
<td>• Coastal and Forest</td>
<td>• Visual Communication Design</td>
<td>• Food and Technology</td>
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<td>• Indonesian 1&amp;2</td>
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<td>• Alpine and River</td>
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<td>• Industrial Design – Wood, Metal, Plastics</td>
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<td></td>
<td>• Chinese First Language 1&amp;2</td>
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<td>• Textiles</td>
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Note: Students will also complete 4 periods of Personal Futures per cycle.
Senior Program Options

What are VCE, VCAL and VET?

General Information

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

VCE: VICTORIAN CERTIFICATE OF EDUCATION

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment. The Victorian Certificate of Education is generally taught in Year 11 and 12, however many students commence their VCE studies in Year 10. Under some circumstances students can choose to undertake a “Year 13” to complete their VCE studies.

All VCE studies are organised into units (VCE subjects typically consist of four units; each unit covers one semester of study). Each unit comprises a set number of outcomes (usually two or three); an outcome describes the knowledge and skills that a student should demonstrate by the time the unit is completed. On completing a unit, a student receives either a 'satisfactory' (S) or 'non-satisfactory' (N) result. Students are not required to complete all the units of a subject as part of the VCE course, meaning they are able to change subject choice between Year 11 and Year 12.

The minimum requirement for completing the VCE is 16 satisfactory units over Units 1-4, with at least 3 of these being from an English subject.

NON-SCORED VCE

If a student does not intend to proceed to certain courses in tertiary education, a 'satisfactory' result is all that is required to graduate with the VCE. This is the Non-Scored VCE Pathway. Students undertake all work, assessments and examinations as per the Scored VCE in Year 11. In Semester Two of Year 12, students, after counselling, may elect to undertake a non-scored VCE. These students will undertake the assessments (SACs) as per normal, however, they will only be scored Satisfactory or Non-satisfactory. If students are scored unsatisfactory in these SACs they will be given an alternative means of meeting the required outcomes. Students will be required to sit the GAT. They will also need to participate in all practice examinations as these form part of the evidence which students present to demonstrate their understanding of the learning outcomes in each subject. Students undertaking a non-scored VCE pathway will not sit the end of year 12 end of year examinations.

SCORED VCE

If a student does wish to study at a course at tertiary level which requires an ATAR then a student must satisfactorily complete their VCE with both “S” results for Units 3 and 4 in any subject in the English field (at least one English field subject is compulsory) and at least sixteen units in total. They will need to complete all of their SACs and sit all their end of Year 12 examinations.

SCORED VCE (Baccalaureate)

In 2014 the Victorian Government, through VCAA, developed a new award the VCE (Baccalaureate).

To be eligible for the award of the VCE (Baccalaureate), students will be required to meet the requirements of satisfactory completion of the VCE and:
- satisfactorily complete a Units 3 and 4 sequence from English or Literature or English Language with a minimum study score of 30 or English as an Additional Language (EAL) with a minimum study score of 33
- satisfactorily complete a Units 3 and 4 sequence in either Mathematics Methods or Specialist Mathematics
- satisfactorily complete a Units 3 and 4 sequence in a VCE Language.
If a student does wish to study at a course at tertiary level which requires an ATAR then a student must satisfactorily complete their VCE with both “S” results for Units 3 and 4 in any subject in the English field (at least one English field subject is compulsory) and at least sixteen units in total. They will need to complete all of their SACs and sit all their end of Year 12 examinations.

**VCAL: VICTORIAN CERTIFICATE OF APPLIED LEARNING**

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for students in Years 10 - 12. 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. Like the Victorian Certificate of Education (VCE), VCAL is an accredited secondary certificate. Students completing their VCAL certificate will not obtain an ATAR.

**VET in SCHOOLS (VETiS)**

VET in Schools (VETiS) is designed to expand opportunities and pathways for senior secondary students. VETiS comprises nationally recognised VET certificates undertaken by secondary school students as part of their Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL). VETiS provides a vocationally oriented program of studies and are typically delivered through partnership between the school, industry and Registered Training Organisations. Some certificates include opportunities for students to participate in structured workplace learning. Students enrolled in VETiS may also combine study and employment through School Based Apprenticeships and Traineeships which allow students to do an apprenticeship or traineeship while they undertake their VCAL.

**Entry to Year 11 & 12 is not automatic**

The Year 11 and 12 Coordinators have a responsibility to ensure that each student puts forward a program of study that allows them to succeed at this level. It is each student's responsibility to demonstrate, during Year 10, that he or she has developed the range of skills necessary to enable him or her to confidently take on their chosen VCE or VCAL program. It would be irresponsible of the College to allow any student to proceed with a program if the student had not been judged as being capable of satisfactorily completing such a program. The three key areas that will be assessed in each case are:

1. Attendance;
2. Academic ability; and
3. Work ethic.

Specific judgments about the suitability of a student to enter a particular pathway, and to take up particular subjects, will include but not be limited to:

1. The student needs to have a very good attendance record. In Years 11 and 12 students must have less than a 5% VCE/VCAL unapproved absence rate to satisfactorily complete their subjects. Students need to demonstrate the ability to meet this requirement during Year 10.
2. VCAL requires a wide variety of skills including the ability to work independently and within teams. Students need to be able to follow directions and need to demonstrate a solid work ethic. Students need to demonstrate these skills clearly during Year 10.
3. The student must have achieved an ‘At the AUSVELS standard’ result in English to undertake VCE Units 1/2 English;
4. The student must have achieved an ‘At the AUSVELS standard’ result for the vast majority of assessments completed during Year 10 in most of their subjects. A student not obtaining this result would be considered an unlikely candidate for the VCE program since; at this level it would be unlikely that the student would achieve success;
5. The student must have achieved an ‘At the AUSVELS standard’ result in Year 10 subjects relevant to the VCE Units 1/2 subjects they wish to study;
6. In most situations to undertake study in a particular VCE subject at the Unit 3/4 level students need to satisfactorily complete at least one Unit of this subject at Year 11 level and must achieve C results in the majority of their assessments in this subject.
7. To undertake a full Unit 3/4 VCE program students need to satisfactorily complete at least 4 subjects (8 units) at the Unit 1/2 level. Students not achieving this should consider an alternative pathway or may be eligible to complete a three year VCE program.
The College believes that, in the majority of cases where students have performed poorly at a level leading up to the Senior School, they should attempt to satisfy the requirements of that level in order to adequately develop the skills required to succeed at Year 11 and 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.

**Student Declaration**

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

Early in 2016 each student will be able to access the College Administrative Handbook on Compass. The Handbook will contain detailed information about the rules the VCAA, the College and students adhere to in implementing the VCE and VCAL programs.

**Attendance**

“Students need to attend sufficient class time to undertake the course work and associated assessment tasks. Work done in class time is necessary to allow work to be authenticated.” [VCAA VCE/VCAL Administrative Handbook]. Students must attend 95% of all timetabled classes. Where attendance is unsatisfactory the student may be awarded ‘N’ (Not Satisfactory) for Unit Outcomes and therefore will not be able to satisfactorily complete the Unit.

**Parent Information Evenings**

- **Year 11 Parent Information Evening**: Term 1 2016 – Tuesday 16th February
- **Year 12 Parent Information Evening**: Term 1 2016 – Tuesday 16th February

**Subject Levies**

Some subjects attract a materials levy which must be paid by Friday 18th September.
Selecting subjects at Years 11 and 12

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

**Student Pathways**

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

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

Whatever your ambitions, be sure you know what is required to be studied at Year 11 and 12 to assist you in achieving your goals. Some tertiary institutions set out particular subjects that are prerequisites to qualify for admittance; some courses give strong recommendations of what subjects should have been studied. Details of prerequisite subjects can be obtained from the Student Pathways Coordinator (Careers Advisor), Year Level Coordinators and tertiary institutions.

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

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

**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 some subjects. It is therefore crucial to work carefully through the description of each subject so that you have a proper understanding of what that subject involves.

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

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

**CONSULT with your Mentor, Course Counsellor, Year 11 and 12 Coordinators, the Heads of Year 11 and 12, the Careers Coordinator, subject teachers, parents and other appropriate persons before making final decisions.**
VCE Scored and Non Scored Studies

Areas of Study

There are over 40 individual studies in the VCE, including Vocational Education and Training (VET) programs, organised into different fields of study. Of these studies, the majority will be available at Mount Eliza Secondary College in 2016. Of these, only English Units 1 & 2 are compulsory in Year 11.

Unit Outcomes & School Assessed Coursework

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

Achievement of the outcomes is based on the teacher’s assessment of the student’s performance on assessment tasks designated for the unit.

School assessed coursework is made up of the assessment tasks specified in the study design. The assessment tasks are part of the regular teaching and learning program; they must be completed mainly in class time within a limited time frame.

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

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

VCAA Requirements:

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

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

NOTE: To obtain an ATAR, satisfactory completion of both Units 3 & 4 of an English study is required.
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. Students who choose to do the VCAL are likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing school.

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

VCAL is studied under five compulsory strands:

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

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

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

The five strands of study:

Strand 1 - Literacy Skills.

Strand 2 - Numeracy Skills.

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

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

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

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

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

VCAL School Based Subject Cost: $270

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

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

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

Vocational Education and Training (VET)

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

Successful completion of a VET in the VCE/VCAL program provides students with:

- two qualifications: a Victorian Certificate of Education or a Victorian Certificate of Applied Learning 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;
- the ability to articulate into further vocational education and training courses with, in many cases, credit being given towards an apprenticeship.
- the opportunity to have a positive effect on VCE student’s Australian Tertiary Admission Rank (ATAR) which can improve access to further education. These effects only occur if the Unit of Competencies undertaken within the certificate are the correct AQF level. In some programs this means the student will receive a Study Score in the same way they would for a traditional VCE subject. This can count as one of their top 4 subjects as contributing fully towards the ATAR. If this does not occur the student gains an increment towards their ATAR;

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

VET COSTS:

Any student interested in a VET subject should discuss this with Mrs Leanne Paterson, Student Pathways Coordinator, and select their preferred course on their Selection Form.

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

FULL PAYMENT OF VET FEES MUST BE MADE BEFORE STUDENT ENROLMENT IS CONFIRMED WITH COURSE PROVIDERS. Where full payment is not received by Friday 18th September 2015, an alternative program will need to be discussed with relevant course counsellors.

VET Deposit: A non-refundable deposit of $150 is due by Tues 30th August

Final Payment: Friday 18th September

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

The following materials charges will be required to be paid by all VCE/VCAL 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 Friday 18th September to confirm enrolment. Unpaid charges may result in your place being given to another student.

Most Unit 3 and 4 subjects include a levy to cover the cost of producing revision booklets and providing practice examinations. Some Unit 1-4 subjects include a levy which will subsidise the cost of students accessing online video lectures and practice examinations developed by Edrolo. Each subject typically has 6-10 hours of videos which students can access 24/7 for 12 months. Students can use these videos to prepare for the study of a new topic, to consolidate learning during class time, to support their revision for SACs and in their preparation for their examinations. Students may watch the videos as many times as they like, they may pause videos so they can make notes and they can bookmark videos and assess their learning so that they know what learning they need to consolidate later. If students purchased this access directly from the company they would typically pay $99 per subject.

VCE / VCAL Units - Elective Levies (approximate costs):

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Units 1 &amp; 2 Elective Levy Charge</th>
<th>Units 3 &amp; 4 Elective Levy Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>$109</td>
<td>$123</td>
</tr>
<tr>
<td>Media</td>
<td>$103</td>
<td>$117</td>
</tr>
<tr>
<td>Music Performance</td>
<td>$35</td>
<td>$49</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>$109</td>
<td>$158</td>
</tr>
<tr>
<td>Visual Communication Design</td>
<td>$109</td>
<td>$158</td>
</tr>
<tr>
<td>English/English as a Second Language (EAL)</td>
<td>-</td>
<td>$49</td>
</tr>
<tr>
<td>Literature</td>
<td>-</td>
<td>$14</td>
</tr>
<tr>
<td>Health and Human Development</td>
<td>$57</td>
<td>$71</td>
</tr>
<tr>
<td>Outdoor and Environmental Studies (with possible Additional charges)</td>
<td>$868</td>
<td>$882</td>
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<tr>
<td>Physical Education</td>
<td>$57</td>
<td>$71</td>
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<tr>
<td>German as a second language</td>
<td>$24</td>
<td>$24</td>
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<tr>
<td>Indonesian as a second language</td>
<td>-</td>
<td>$14</td>
</tr>
<tr>
<td>Chinese as a first language</td>
<td>-</td>
<td>$14</td>
</tr>
<tr>
<td>General / Further Mathematics</td>
<td>$35</td>
<td>$63</td>
</tr>
<tr>
<td>SUBJECT cont’d</td>
<td>Units 1 &amp; 2 Elective Levy Charge</td>
<td>Units 3 &amp; 4 Elective Levy Charge</td>
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<tr>
<td>Mathematical Methods</td>
<td>$35</td>
<td>$63</td>
</tr>
<tr>
<td>Specialist Mathematics</td>
<td>-</td>
<td>$28</td>
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<tr>
<td>Biology</td>
<td>$93</td>
<td>$107</td>
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<tr>
<td>Chemistry</td>
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<tr>
<td>Physics</td>
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<tr>
<td>Psychology</td>
<td>$65</td>
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<tr>
<td>Accounting</td>
<td>$35</td>
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<tr>
<td>Business Management</td>
<td>$35</td>
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<tr>
<td>Geography</td>
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<td>$14</td>
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<tr>
<td>History</td>
<td>-</td>
<td>$49</td>
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<tr>
<td>Legal Studies</td>
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<tr>
<td>Food Technology</td>
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<td>$350</td>
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<tr>
<td>Computing/Informatics</td>
<td>$30</td>
<td>$44</td>
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<tr>
<td>Product Design and Technology</td>
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<tr>
<td>VCAL</td>
<td>$270</td>
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## YEAR 11 and 12 IMPORTANT DATES TO REMEMBER

<table>
<thead>
<tr>
<th>EVENT</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Course Selection and Pathway Assemblies</td>
<td>Monday 18(^{th}) May</td>
</tr>
<tr>
<td>Careers Expo</td>
<td>Tuesday 19(^{th}) May</td>
</tr>
<tr>
<td>Subject Expo</td>
<td>Thursday 21(^{st}) May</td>
</tr>
<tr>
<td>Course Information Evening</td>
<td>Thursday 21(^{st}) May</td>
</tr>
<tr>
<td>Compass open for booking Course Counselling Interviews</td>
<td>Thursday 21(^{st}) May</td>
</tr>
<tr>
<td>Course Selection Website Opens for subject selection</td>
<td>Thursday 21(^{st}) May</td>
</tr>
<tr>
<td>Due date for On-line submission selections</td>
<td>Tuesday 2(^{nd}) June</td>
</tr>
<tr>
<td>Due date for submitting Course Planning Sheet and Course Selection Print Out to mentor</td>
<td>Wednesday 3(^{rd}) June</td>
</tr>
<tr>
<td>Last day to book Course Counselling Interview Times</td>
<td>Friday 5(^{th}) June</td>
</tr>
<tr>
<td>Course Counselling Interviews</td>
<td>Wednesday 10(^{th}) June</td>
</tr>
<tr>
<td>Subject Allocation published</td>
<td>Monday 4(^{th}) August</td>
</tr>
<tr>
<td>VET deposits due ($150 non-refundable)</td>
<td>Friday 18(^{th}) September</td>
</tr>
<tr>
<td>Booklists available</td>
<td>Friday 5(^{th}) September</td>
</tr>
<tr>
<td>Elective Levy Payment due</td>
<td>Friday 18(^{th}) September</td>
</tr>
<tr>
<td>VET fees due</td>
<td>Tuesday 30(^{th}) November</td>
</tr>
<tr>
<td>VCE Area of Learning</td>
<td>Subjects</td>
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<tr>
<td>--------------------------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td><strong>The Arts</strong></td>
<td>Art</td>
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<tr>
<td></td>
<td>Media</td>
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<td></td>
<td>Music Performance</td>
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<td>English/English as a Second Language (EAL)</td>
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<td></td>
<td>Literature</td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong></td>
<td>Health &amp; Human Development</td>
</tr>
<tr>
<td></td>
<td>Outdoor &amp; Environmental Studies</td>
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<tr>
<td></td>
<td>Physical Education</td>
</tr>
<tr>
<td><strong>LOTE</strong> (Languages Other Than English)</td>
<td>Chinese – as a first language</td>
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<tr>
<td></td>
<td>German – as a second language</td>
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<tr>
<td></td>
<td>Indonesian – as a second language</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>General Information</td>
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<td></td>
<td>General Mathematics (Units 1 and 2)</td>
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<td></td>
<td>Mathematical Methods (Units 1 and 2)</td>
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<td></td>
<td>Specialist Mathematics (Units 1 and 2)</td>
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<td></td>
<td>Further Mathematics (Units 3 and 4)</td>
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<td></td>
<td>Mathematical Methods (Units 3 and 4)</td>
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<tr>
<td></td>
<td>Specialist Mathematics (Units 3 and 4)</td>
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<tr>
<td><strong>Science</strong></td>
<td>Biology</td>
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<td></td>
<td>Chemistry</td>
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<td>Physics</td>
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<td>Psychology</td>
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<tr>
<td><strong>Humanities</strong></td>
<td>Accounting</td>
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<td></td>
<td>Business Management</td>
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<td></td>
<td>Geography</td>
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<td>History</td>
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<td></td>
<td>Legal Studies</td>
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<tr>
<td><strong>Technology Studies</strong></td>
<td>Computing</td>
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<td></td>
<td>Food &amp; Technology</td>
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<td></td>
<td>Product Design &amp; Technology</td>
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</tbody>
</table>

*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.*
### VCAL Area of Learning

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Skills – Foundation Reading and Writing</td>
<td>86</td>
</tr>
<tr>
<td>Literacy Skills – Foundation Oral Communication</td>
<td>87</td>
</tr>
<tr>
<td>Literacy Skills – Intermediate Reading and Writing</td>
<td>88</td>
</tr>
<tr>
<td>Literacy Skills – Intermediate Oral Communication</td>
<td>89</td>
</tr>
<tr>
<td>Literacy Skills - Senior Reading and Writing</td>
<td>90</td>
</tr>
<tr>
<td>Literacy Skills - Senior Oral Communication</td>
<td>91</td>
</tr>
<tr>
<td>Numeracy Skills - Foundation</td>
<td>92</td>
</tr>
<tr>
<td>Numeracy Skills - Intermediate</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy Skills - Senior</td>
<td>94</td>
</tr>
<tr>
<td>Advanced Numeracy Skills - Senior</td>
<td>95</td>
</tr>
<tr>
<td>Work Related Skills Foundation Units 1 &amp; 2</td>
<td>96</td>
</tr>
<tr>
<td>Work Related Skills Intermediate Units 1 &amp; 2</td>
<td>97</td>
</tr>
<tr>
<td>Work Related Skills Senior Units 1 &amp; 2</td>
<td>98</td>
</tr>
<tr>
<td>Personal Development Skills Foundation Unit 1</td>
<td>99</td>
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<tr>
<td>Personal Development Skills Foundation Unit 2</td>
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<tr>
<td>Personal Development Skills Intermediate Unit 1</td>
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<tr>
<td>Personal Development Skills Intermediate Unit 2</td>
<td>102</td>
</tr>
<tr>
<td>Personal Development Skills Senior Unit 1</td>
<td>103</td>
</tr>
<tr>
<td>Personal Development Skills Senior Unit 2</td>
<td>104</td>
</tr>
</tbody>
</table>

### VET Vocational Education Training

**NOTE:** Only some of these units are recommended to VCE students. These are ones delivered out of school hours or on Wednesday afternoons.

**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.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>105</td>
</tr>
<tr>
<td>Acting (Stage) Certificate II</td>
<td>107</td>
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<tr>
<td>Aged Care &amp; Home &amp; Community Care III</td>
<td>108</td>
</tr>
<tr>
<td>Agriculture Certificate II</td>
<td>109</td>
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<tr>
<td>Animal Studies Cert II</td>
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<tr>
<td>Applied Fashion Design &amp; Technology Certificate II</td>
<td>111</td>
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<tr>
<td>Automotive Studies – Mech/Paint &amp; Panel Cert II</td>
<td>112</td>
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<tr>
<td>Automotive Studies - Marine</td>
<td>113</td>
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<tr>
<td>Beauty Services Certificate III</td>
<td>114</td>
</tr>
<tr>
<td>Building &amp; Construction Certificate II</td>
<td>115</td>
</tr>
<tr>
<td>Business Cert II</td>
<td>116</td>
</tr>
<tr>
<td>CISCO</td>
<td>117</td>
</tr>
<tr>
<td>Civil Construction Cert II</td>
<td>118</td>
</tr>
<tr>
<td>Community Services Certificate II</td>
<td>119</td>
</tr>
<tr>
<td>Computer Assembly &amp; Repair Cert II</td>
<td>120</td>
</tr>
<tr>
<td>Conservation &amp; Land Management Cert II</td>
<td>121</td>
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<tr>
<td>Dance—Certificate II</td>
<td>122</td>
</tr>
<tr>
<td>Early Childhood Education &amp; Care III</td>
<td>123</td>
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<tr>
<td>Electrotechnology Career start Cert II</td>
<td>124</td>
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<tr>
<td>Engineering Studies Certificate II</td>
<td>125</td>
</tr>
<tr>
<td>Equine Industry Certificate II</td>
<td>126</td>
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<tr>
<td>Flight Attendant Cert II</td>
<td>127</td>
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<tr>
<td>Furniture Making Certificate II</td>
<td>128</td>
</tr>
<tr>
<td>Hairdressing Certificate II</td>
<td>129</td>
</tr>
<tr>
<td>Health Services Assistance Cert III</td>
<td>130</td>
</tr>
<tr>
<td>Horticulture Landscaping/Parks &amp; Gardens/Turf</td>
<td>131-133</td>
</tr>
<tr>
<td>Hospitality Cert II</td>
<td>134</td>
</tr>
<tr>
<td>Hospitality (Kitchen Operations) Certificate II</td>
<td>135</td>
</tr>
<tr>
<td>Hospitality (Patisserie Stream) Cert II</td>
<td>136</td>
</tr>
<tr>
<td>Information, Digital Media &amp; Technology (Games Creation) Certificate III</td>
<td>137</td>
</tr>
<tr>
<td>Integrated Technologies Certificate II</td>
<td>138</td>
</tr>
<tr>
<td>Justice Certificate IV</td>
<td>139</td>
</tr>
<tr>
<td>Laboratory Skills Certificate III</td>
<td>140</td>
</tr>
<tr>
<td>Media Cert III</td>
<td>141</td>
</tr>
<tr>
<td>Music Industry (Music Performance) Certificate III</td>
<td>142</td>
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<tr>
<td>Music Industry (Technical Production) Cert III</td>
<td>143</td>
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<tr>
<td>Plumbing Cert II</td>
<td>144</td>
</tr>
<tr>
<td>Residential drafting Certificate IV</td>
<td>145</td>
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<tr>
<td>Retail Makeup &amp; Skin care Cert II</td>
<td>146</td>
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<tr>
<td>Specialist Makeup Diploma</td>
<td>147</td>
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<tr>
<td>SBAT</td>
<td>School Based Apprenticeship and Training</td>
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<tr>
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<tr>
<td></td>
<td>Sport &amp; Recreation/Outdoor Rec Cert II/Cert III</td>
</tr>
<tr>
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<td>Sustainable Energy</td>
</tr>
<tr>
<td></td>
<td>Telecommunications – Cabling Cert II</td>
</tr>
<tr>
<td></td>
<td>Tourism Certificate III</td>
</tr>
<tr>
<td></td>
<td>Visual Arts Certificate II</td>
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<tr>
<td></td>
<td>Welding &amp; Fabrication Cert II</td>
</tr>
</tbody>
</table>
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.

Structure:

The study is made up of four units.

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.

Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

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

Unit 2: Accounting for a trading business

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

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

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 investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

Entry:

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

Proposed Subject Cost:  
ACCOUNTING 1 & 2: $35  
ACCOUNTING 3 & 4: $49

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment
Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
Art

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

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

Structure:

The study is made up of four units.

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

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

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

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

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

Proposed Subject Cost: ART 1 & 2: $109
ART 3 & 4: $123

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
Biology

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity.

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.

In VCE Biology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary biology-related issues, and communicate their views from an informed position.

Structure:

The study is made up of four units:

Unit 1: How do living things stay alive?
In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet’s biodiversity is classified and the factors that affect the growth of a population.

Unit 2: How is the continuity of life maintained?
In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students look at how cells divide, looking at both sexual and asexual reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students look at classical genetics, explaining how characteristics are inherited and how the environment can influence gene expression. Students look at social and ethical issues associated with genetic knowledge.

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.

Proposed Subject Cost: BIOLOGY 1 & 2: $93
BIOLOGY 3 & 4: $107

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are
not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
Business Management

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

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

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

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

Structure:
The study is made up of four units:

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

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

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

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

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

Proposed Subject Cost:

- BUSINESS MANAGEMENT 1 & 2: $35
- BUSINESS MANAGEMENT 3 & 4: $49

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are
not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
Chemistry

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

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

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

Structure:
The study is made up of four units.

Unit 1: How can the diversity of materials be explained?
The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances.

Unit 2: What makes water such a unique chemical?
Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules; they also explore solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants.

Unit 3: Chemical Pathways
In this unit students investigate the scope of techniques and instrumentation 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, medicines & 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 and yield. 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.

Proposed Subject Cost:  

- CHEMISTRY 1 & 2: $70
- CHEMISTRY 3 & 4: $85

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
Chinese – As a First Language

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

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

Structure:

The study is made up of four units.

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

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

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

Unit 4: The two outcomes are:
Outcome 1 - On completion of this unit the student should be able to analyse and use information from written texts. Outcome 2 - On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture.

Entry:

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

Proposed Subject Cost:

CHINESE AS A FIRST LANGUAGE 1 & 2: NIL
CHINESE AS A FIRST LANGUAGE 3 & 4: $14

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
Computing

VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

VCE Computing is underpinned by four key concepts: approaches to problem solving, data and information, digital systems and interactions and impact. Together these form the conceptual framework of the study and the organising elements for its key knowledge. An important component of the study is the opportunity for students to develop social capital, that is, the shared understanding in social networks that enable cooperation and a cooperative approach to problem solving. VCE Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently and effectively when creating digital solutions both individually and as part of a network. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students are equipped to orient themselves towards the future, with an awareness of the technical and societal implications of digital systems.

Structure:
The study is made up of four units.

Unit 1: Computing
In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills when creating a website to present different viewpoints on a contemporary issue. When creating solutions students need to apply relevant stages of the problem-solving methodology as well as computational, design and systems thinking skills.

Unit 2: Computing
In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

Unit 3: Informatics
In Informatics Units 3 and 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1 students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. Students develop an understanding of the power and risks of using complex data as a basis for decision making. In Area of Study 2 students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. The second part of the project is completed in Unit 4.

Unit 4: Informatics
In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. In Area of Study 1 students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project. In Area of Study 2, students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

Entry:

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

Proposed Subject Cost:  
**COMPUTING 1 & 2: $30**  
**INFORMATICS 3 & 4: $44**  
Students will be advised of enrolment in this subject on 4\textsuperscript{th} August. To secure enrolment in the elective, payment is due by Friday 18\textsuperscript{th} September. Confirmation of enrolment will not be made until payment is received. **Payment Plans** are available; please contact the office by 18\textsuperscript{th} August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18\textsuperscript{th} September. As an elective, this subject will only proceed if enough interest is sought.
English/English as a Second Language (EAL)

This study aims to develop competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment, further education, and participation in a democratic society. It emphasises the integration of reading, writing, speaking, listening, and thinking. It values student diversity and particularly encourages learning in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding. The courses for VCE, ESL & VCAL students will have some slightly different variations.

Structure:
The study is made up of 4 units.

Unit 1
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit 2
In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

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 and 2. Students must achieve an S in either Units 1 or 2 to be eligible to entry into Unit 3 English. Students must undertake Unit 3 prior to undertaking Unit 4.

Proposed Subject Cost:

ENGLISH/ENGLISH AS A SECOND LANGUAGE 1 & 2: NIL
ENGLISH/ENGLISH AS A SECOND LANGUAGE 3 & 4: $49

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
Food and Technology

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

Structure:
The study is made up of four units.

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

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

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

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

Proposed Subject Cost:      FOOD TECHNOLOGY 1 & 2: $377
                              FOOD TECHNOLOGY 3 & 4: $350

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
Geography

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places an phenomena? How are places and phenomena connected?

Students explore these questions through fieldwork and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform them.

Ten key geographic concepts underpin the study – place, scale, distance, distribution, movement, region, process, change, spatial association and sustainability (see page 9). These concepts are used in the exploration of each area of study to assist in the observation, description, interpretation and analysis and explanation of geographic phenomena. VCE Geography is designed around two key themes: interconnection and change. Human interaction with environments has had, and continues to have, significant consequences. In Units 1 and 2 students gain an understanding of how and why this interaction takes place and why it matters. The units focus on the two distinct contexts of hazards and tourism to highlight different kinds of interconnections and their consequences. Change in geographic phenomena produces issues that in turn produce further challenges. In Units 3 and 4 students examine how and why a broad range of geographic phenomena change and the processes that drive this change. They explore the resulting issues and challenges and possible responses.

Structure:
The study is made up of four units:

Unit 1: Hazards and Disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.

Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Types of hazards are commonly classified by their causes:

- geological (or geophysical) hazards include volcanic activity, erosion, earthquakes, tsunamis, landslides and avalanches
- hydro-meteorological (weather, climate, water) hazards include droughts, floods, storms, storm surges and bushfires
- biological hazards include infectious diseases such as HIV/AIDS and malaria, animal transmitted diseases, water borne diseases, and plant and animal invasion such as blackberries and cane toads in Australia
- technological hazards are human induced and exacerbated hazards including oil spills, air pollution, radiation leaks, flooding primarily caused by land clearances, epidemics caused by poor living conditions and hazards caused by current climate change such as rising sea levels or increased intensification of weather events.

There may be considerable interconnection between the causes and types of hazards. For example, a region may be at risk from a number of hazards: high seasonal rainfall may result in a primary flood hazard which may in turn generate a secondary hazard of landslides.

Students undertake fieldwork in this unit and report on fieldwork using the structure provided.

Unit 2: Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments.
They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). Over one billion tourists a year cross international boundaries with greater numbers involved as domestic tourists within their own countries. The Asia and the Pacific hosts 23 per cent of international arrivals. The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for one in every twelve jobs globally and generates around 5 per cent of its GDP. (UNTWG Annual Reports 2011–2013).

The study of tourism at local, regional and global scales emphasises the interconnection within and between places. For example, the interconnections of climate, landforms and culture help determine the characteristics of a place that can prove attractive to tourists. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.

Students undertake fieldwork in this unit and report on fieldwork using the structure provided.

Unit 3: Changing the land
This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

Students investigate three major processes that are changing land cover in many regions of the world:
• deforestation
• desertification, and
• melting glaciers and ice sheets.

Students investigate the distribution and causes of these three processes. They select one location for each of the three processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales.

At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change.

Students undertake fieldwork and produce a fieldwork report using the structure provided.

Unit 4: Human population – trends and issues
In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

The growth of the world’s population from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scale without parallel in human history. Much of the current growth is occurring within developing countries while the populations in many developed countries are either growing slowly or are declining.

Populations change by growth and decline in fertility and mortality, and by people moving to different places. The Demographic Transition Model and population structure diagrams provide frameworks for investigating the key dynamics of population.

Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions. Many factors influence
population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

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

**Proposed Subject Cost:**

**GEOGRAPHY 1 & 2:** NIL  
**GEOGRAPHY 3 & 4:** $14  
Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. **Payment Plans** are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
German
(Second Language)

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 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
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.

Proposed Subject Cost:
GERMAN AS A SECOND LANGUAGE 1 & 2: $24
GERMAN AS A SECOND LANGUAGE 3 & 4: $24

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is
due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment
Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are
not made by this date, full payment for this elective will be expected by 18th September. As an elective, this
subject will only proceed if enough interest is sought.
Health and Human Development

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

Structure: The study is made up of four units:

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

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

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

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

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

Entry:

There are no prerequisites for Units 1, 2 and 3. Students must undertake Unit 3 prior to Unit 4.
Proposed Subject Cost: HEALTH AND HUMAN DEVELOPMENT 1 & 2: $57
HEALTH AND HUMAN DEVELOPMENT 3 & 4: $71

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
History

History involves inquiry into human action in the past, to make meaning of the past using primary sources as evidence. As historians ask new questions, revise interpretations or discover new sources, fresh understandings come to light.

Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of sources and the capacity of historians to interpret those sources. VCE History reflects this range of inquiry by enabling students to engage with a range of times, people, places and ideas.

Ancient History investigates individuals and societies (Mesopotamia, Egypt, Greece, Rome and China) across three millennia. Global Empires explores the ideas and power relations accompanying the growth of empires in the Early Modern period. Twentieth century History examines the aftermath of the Great War as well as the causes and consequences of World War Two. Australian History investigates national history from colonial times to the end of the twentieth century and includes the histories of Indigenous Peoples. Revolutions explores the causes and consequences of revolution in America, France, Russia and China.

Structure:
The study is made up of four units:

Unit 1: Twentieth Century History (1918-1939)
In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars.

World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939.

The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Unit 2: Twentieth Century History (1945-2000)
In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights.

Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.
Unit 3 & 4: Revolutions:

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

In developing a course, teachers select two revolutions to be studied from the following, one for Unit 3 and one for Unit 4:

- The American Revolution of 1776.
- The French Revolution of 1789.
- The Russian Revolution of October 1917.

For the two selected revolutions, both areas of study must be undertaken. Students are expected to demonstrate a progression from Unit 3 to Unit 4 in historical understanding and skills.

Entry:

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

Proposed Subject Cost: TWENTIETH CENTURY HISTORY 1 & 2: NIL
HISTORY-REVOLUTIONS 3 & 4: $49

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
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. 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 also undertake Unit 3 prior to undertaking Unit 4.

Proposed Subject Cost:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDONESIAN AS A SECOND LANGUAGE 1 &amp; 2</td>
<td>NIL</td>
</tr>
<tr>
<td>INDONESIAN AS A SECOND LANGUAGE 3 &amp; 4</td>
<td>$14</td>
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</tbody>
</table>

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
Legal Studies

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

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

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

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

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

Structure:
The structure is made up of four units:

Unit 1: Criminal law in action
The law influences all aspects of society – at home, at work and in the wider community. Laws are used by society to preserve social cohesion, and to ensure the protection of people from harm and from the infringement of their rights. These laws can be grouped according to their source and whether they are criminal or civil in nature. Following an overview of the law in general, this unit focuses on criminal law.

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

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

Unit 2: Issues in Civil law
The civil law regulates the rights and responsibilities that exist between individuals, groups and organisations. If legal rights have been infringed, the aggrieved party may pursue legal action through the court system, through a tribunal, or by using one of the methods of dispute resolution.

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

The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies. Students examine these methods of dispute resolution and evaluate their effectiveness.
Individuals can influence a change in the law by taking a case to court. Students focus on cases that have had a broader impact on the legal system and on the rights of individuals. Students develop an appreciation of the role played by such cases and undertake an analysis of relevant legal issues.

Unit 3: Law-making

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

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

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

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

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

Unit 4: Resolution and justice

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

Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system.

Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could further improve its effective operation.

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

Entry:

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

Proposed Subject Cost:  
LEGAL STUDIES 1 & 2: $35  
LEGAL STUDIES 3 & 4: $49  

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September.

As an elective, this subject will only proceed if enough interest is sought.
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: Approaches to literature
In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Unit 2: Context and connections
In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

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.

Entry:
There are no prerequisites for entry to Units 1 and 2. Students not studying English must achieve an S in either Units 1 or 2 Literature to be eligible to entry into Unit 3 Literature. Students must undertake Unit 3 prior to undertaking Unit 4.

Proposed Subject Cost:

LITERATURE 1 & 2: NIL
LITERATURE 3 & 4: $14

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
Mathematics

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and inter-relationships between these. Essential mathematical activities include: conjecturing, hypothesising and problem posing; estimating, calculating and computing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem solving.

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 (CAS). Technology will be used in both the learning of new material and the application of this material in a variety of different contexts.

Eligibility for VCE (Baccalaureate):
For students to be eligible for the award of VCE (Baccalaureate) they will need to study either Mathematical Methods (CAS) Units 3 and 4 or Specialist Mathematics Units 3 and 4.

Structure:
The study is made up of the following units:

Year 11 Subjects:
- General Mathematics Units 1 and 2
- Mathematical Methods Units 1 and 2
- 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.
General Mathematics

Units 1 and 2:

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are ‘Algebra and structure’, ‘Arithmetic and number’, ‘Discrete mathematics’, ‘Geometry, measurement and trigonometry’, ‘Graphs of linear and non-linear relations’ and ‘Statistics’.

For Units 1 and 2, to suit the range of students entering the study, content must be selected from the six areas of study using the following rules:

- for each unit, content covers four or more topics in their entirety, selected from at least three different areas of study
- courses intended as preparation for study at the Units 3 and 4 level should include a selection of topics from areas of study that provide a suitable background for these studies
- topics can also be selected from those available for Specialist Mathematics Units 1 and 2
- content covered from an area of study provides a clear progression in knowledge and skills from Unit 1 to Unit 2.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Entry:

Students wishing to enroll in General Mathematics must have achieved an average “C” result (i.e. AUSVELS “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.

Proposed Subject Cost: 

GENERAL MATHEMATICS 1 & 2: $35

Additionally students are required to purchase a CAS calculator, and it is recommended that students also retain/purchase scientific calculator.

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.

Mathematical Methods

Units 1 and 2:

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.
The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra' which extends across Units 1 and 2.

In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics'. At the end of Unit 2, students are expected to have covered the material outlined in each area of study. Material from the 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics' areas of study should be organised so that there is a clear progression of skills and knowledge from Unit 1 to Unit 2 in each area of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable. The appropriate use of CAS technology is incorporated throughout each unit. Students are required to have a CAS calculator.

Entry:
Entry to this subject is based on demonstrated performance. Students who wish to enroll in Mathematical Methods must have achieved a “B” result or higher (i.e. AUSVELS “Above the standard”) in Year 10 Mathematics. Students' Year 10 Semester One examination result will also be examined 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. For students to be eligible for the award of VCE (Baccalaureate) they will need to study either Mathematical Methods (CAS) Units 3 and 4 or Specialist Mathematics Units 3 and 4. Although it is possible to prepare for Mathematical Methods (CAS) Units 3 and 4 by studying only Mathematical Methods (CAS) Units 1 and 2, a much firmer basis is obtained by also studying Specialist Mathematics Units 1 and 2.

Proposed Subject Cost: MATHEMATICAL METHODS 1 & 2: $35
Additionally students are required to purchase a CAS calculator, and it is recommended that students also retain/purchase scientific calculator.

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
Specialist Mathematics

Units 1 and 2:
Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. The areas of study for Units 1 and 2 of Specialist Mathematics are ‘Algebra and structure’, ‘Arithmetic and number’, ‘Discrete mathematics’, ‘Geometry, measurement and trigonometry’, ‘Graphs of linear and non-linear relations’ and ‘Statistics’.

For Units 1 and 2, to suit the range of students entering the study, and cover the four prescribed topics, content must be selected from the six areas of study using the following rules:

• for each unit, content covers four or more topics in their entirety, selected from at least three different areas of study
• each unit must include two of the prescribed topics: Number systems and recursion; Vectors in the plane; Geometry in the plane and proof; and Graphs of non-linear relations
• other topics can be selected from those included in the areas of study for Specialist Mathematics Units 1 and 2 and/or General Mathematics Units 1 and 2
• courses intended as preparation for study at the Units 3 and 4 level should include selection of content from areas of study that provide a suitable background for these studies
• content from an area of study provides a clear progression in knowledge and skills from Unit 1 to Unit 2.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Entry:
Only students who are enrolled in Mathematical Methods should consider this subject.

Pathway:
Specialist Mathematics students are likely to go on to Mathematics Methods and/or 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. Although it is possible to prepare for Mathematical Methods (CAS) Units 3 and 4 by studying only Mathematical Methods Units 1 and 2, a much firmer basis is obtained by also studying Specialist Units 1 and 2.

Proposed Subject Cost: SPECIALIST MATHEMATICS 1 & 2: NIL
Additionally students are required to purchase a CAS calculator, and it is recommended that students also retain/purchase scientific calculator.

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
Further Mathematics

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises ‘Data analysis’ and ‘Recursion and financial modelling’. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: ‘Matrices’, ‘Networks and decision mathematics’, ‘Geometry and measurement’ and ‘Graphs and relations’. ‘Data analysis’ comprises 40 per cent of the content to be covered, ‘Recursion and financial modelling’ comprises 20 per cent of the content to be covered, and each selected module comprises 20 per cent of the content to be covered. Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: ‘Computation and practical arithmetic’, ‘Investigating and comparing data distributions’, ‘Investigating relationships between two numerical variables’, ‘Linear graphs and modelling’, ‘Linear relations and equations’, and ‘Number patterns and recursion’. For each module there are related topics in General Mathematics Units 1 and 2.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. They should have a facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

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

Proposed Subject Cost: FURTHER MATHEMATICS 3 & 4: $63
Additionally students are required to purchase a CAS calculator, and it is recommended that students also retain/purchase scientific calculator.

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.

Mathematical Methods

Units 3 and 4:
Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study ‘Functions and graphs’, ‘Calculus’, ‘Algebra’ and ‘Probability and statistics’, which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods Units 3 and 4.

For Unit 3 a selection of content would typically include the areas of study ‘Functions and graphs’ and ‘Algebra’, and applications of derivatives and differentiation, and identifying and analysing key features of the...
functions and their graphs from the ‘Calculus’ area of study. For Unit 4, this selection would typically consist of remaining content from the areas of study: ‘Functions and graphs’, ‘Calculus’ and ‘Algebra’, and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions. For Unit 4, the content from the ‘Calculus’ area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.

The selection of content from the areas of study should be constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used (modelling, transformations, graph sketching and equation solving) in application to contexts related to these areas of study. There should be a clear progression of skills and knowledge from Unit 3 to Unit 4 in each area of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

**Entry:**
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.

Although it is possible to prepare for Mathematical Methods (CAS) Units 3 and 4 by studying only Mathematical Methods Units 1 and 2, a much firmer basis is obtained by also studying Specialist Mathematics Units 1 and 2.

**Proposed Subject Cost:**  
**MATHEMATICAL METHODS 3 & 4: $63**

Additionally students are required to purchase a CAS calculator, and it is recommended that students also retain/purchase scientific calculator.

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. **Payment Plans** are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
Specialist Mathematics

Units 3 and 4:
Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', ‘Algebra', ‘Calculus', ‘Vectors', ‘Mechanics' and ‘Probability and statistics'. The development of course content should highlight mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics 'Number systems and recursion' and 'Geometry in the plane and proof', and concurrent or previous study of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics, which are drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes.

In Unit 3 a study of Specialist Mathematics would typically include content from ‘Functions and graphs’ and a selection of material from the ‘Algebra’, ‘Calculus’ and ‘Vectors’ areas of study. In Unit 4 this selection would typically consist of the remaining content from the ‘Algebra’, ‘Calculus’, and ‘Vectors’ areas of study and the content from the ‘Mechanics' and ‘Probability and statistics’ areas of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Entry:
Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3 and 4. In all but the most exceptional circumstances students must successfully complete Units 1 and 2 Specialist Mathematics in Year 11.

Proposed Subject Cost: SPECIALIST MATHEMATICS 3 & 4: $28
Additionally students are required to purchase a CAS calculator, and it is recommended that students also retain/purchase scientific calculator.

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
Media

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

Structure:
The study is made up of four units:

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

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

Unit 3
The main purpose of this unit is to enable students to develop an understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional media texts. Students also develop practical skills through designing media productions.

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

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

Proposed Subject Cost:

MEDIA 1 & 2: $103
MEDIA 3 & 4: $117

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
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 or Group Performance
The focus of these units is on the preparation and presentation of performances in solo and ensemble contexts, demonstrating through performance an understanding of interpretation and authenticity. Students must also demonstrate the development of technical skill, ear training and music theory skills throughout the year.

Entry:
There are no prerequisites for entry to Units 1, 2 and 3. However, to undertake Units 3 and 4 Solo Performance students should have about three years' experience prior to Year 11 on a musical instrument or voice. Students must undertake Unit 3 prior to undertaking Unit 4. A basis in music theory would also be useful. A recommendation by the current Music teacher for entry into Units 3 & 4 will be required.

Proposed Subject Cost:

<table>
<thead>
<tr>
<th>Subject Cost</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC PERFORMANCE 1 &amp; 2</td>
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</tr>
<tr>
<td>MUSIC PERFORMANCE 3 &amp; 4</td>
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Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September.

As an elective, this subject will only proceed if enough interest is sought.
Outdoor and Environmental Studies

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

Structure:
The study is made up of four units.

It is compulsory that Unit 1 & 2 is undertaken at Year 10 and Unit 3 & 4 at Year 11 only. This subject is not offered to Year 12 students.

Unit 1: Exploring Outdoor Experiences
This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual’s access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with nature.

Unit 2: Discovering Outdoor Environments
This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. Students study nature’s impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. They examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention and develop the practical skills required to minimise human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

Unit 3: Relationships with Outdoor Environments
The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence contemporary relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction.

Unit 4: Sustainable Outdoor Relationships
In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop and apply theoretical knowledge about outdoor environments.

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

**Proposed Subject Cost:**

- OUTDOOR & ENVIRONMENTAL STUDIES 1 & 2: $868
- OUTDOOR & ENVIRONMENTAL STUDIES 3 & 4: $882

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
Physical Education

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

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

Structure:
The study is made up of four units:

Unit 1: Bodies in Motion
In this unit students explore how the body systems work together to produce movement and analyse this using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway.

Students apply biomechanical principles to improve and refine movement. They use practical activities to investigate how the correct application of biomechanics can lead to improved performance in sport and physical activity. In Area of Study 3, there are two detailed studies: Technological advancements from a biomechanical perspective and Injury prevention and rehabilitation, which will expand and build on the knowledge and skills introduced in Areas of Study 1 and 2. Students select one of these detailed studies to explore in greater depth.

Unit 2: Sports Coaching and Physically Active Lifestyles
This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching.

Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan. In Area of Study 3, there are two detailed studies: Decision making in sport and Promoting active living, which will expand and build on the knowledge and skills introduced in Areas of Study 1 and 2. Students select one of these detailed studies to explore in greater depth.

Unit 3: Physical Activity Participation and Physiological Performance
This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity.

Students investigate the contribution of energy systems to performance and the interplay of the systems during physical activity. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

Unit 4: Enhancing physical performance
Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.
Entry:
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Proposed Subject Cost:  
PHYSICAL EDUCATION 1 & 2: $57  
PHYSICAL EDUCATION 3 & 4: $71  

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
Physics

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

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

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

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

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

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

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

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

Unit 3
This unit applies concepts of motion in two dimensions to motion & gravity on Earth and in space (satellite technology & bodies in the solar system & universe). It also includes a study of electronics and photonics (the science of using light to manipulate information).

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

Entry:
There are no prerequisites for entry to Units 1, 2 and 3, although students are advised to take Unit 2 before Unit 3. Students who enter the study at Unit 3 should be willing to undertake some preparation as specified by their teacher. Students must undertake Unit 3 prior to undertaking Unit 4.

Proposed Subject Cost:

PHYSICS 1 & 2: $65
PHYSICS 3 & 4: $80

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
Product Design and Technology

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

Structure:
The study is made up of four units.

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

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

Unit 3: Design, technology innovation and manufacture

Unit 4: Product development, evaluation and promotion
In Units 3 and 4 the student will explore the complex forces involved in the design and development of a product for the mass market. They also focus on how the judgements of products can be informed by a comparison of products in terms of their quality, usefulness and appeal. The role and influence of product promotion and marketing are also considered.

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

Proposed Subject Cost:  
PRODUCT DESIGN & TECHNOLOGY 1 & 2: $115  
PRODUCT DESIGN & TECHNOLOGY 3 & 4: $129

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.

The College is offering students the opportunity to study Design and Technology under three strands in Units 1 & 2 for 2016: (1) Wood  (2) Metal or (3) Textiles.
Psychology

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

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

Structure:
The study is made up of four units.

Unit 1
This unit introduces students to the structure and function of the human brain and its role in our behaviours and mental processes. Students examine how our understanding of the brain structures and functions has changed dramatically over time. Through practical research investigations and theory we analyse the roles of specific areas of the brain and how brain plasticity and brain damage can affect a person’s functioning.

Unit 2:
This unit investigates how external factors influence our complex psychological developments. We explore how we perceive the world through our senses and distortions of perception; experimenting and identifying optical illusions and our complex sense of taste. We discuss how other influences and factors affect the behaviour and cognitive development of individuals and groups.

Unit 3:
This unit explains the relationship between the brain, states of consciousness, (including sleep and behaviour) and describes the contribution of selected studies to the investigation of brain function. We investigate the theories that explain the neural basis of memory and factors that affect its retention. Through experimentation, we evaluate the effectiveness of techniques for improving and manipulating memory.

Unit 4:
This unit examines the neural basis of learning, compare and contrast different theories of learning and their applications. Students learn to differentiate between mental health and mental illness. Through these concepts, students learn to use a biopsychosocial framework to explain the causes and management of stress and a selected mental disorder.

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

Proposed Subject Cost: PSYCHOLOGY 1 & 2: $65
PSYCHOLOGY 3 & 4: $80
Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
Studio Arts

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

Structure:
The study is made up of four units:

Unit 1: Artistic inspiration and techniques
The focus of this unit is the use of sources of inspiration and ideas as the bases for artworks and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. The application of materials and techniques and interpretation of sources of inspiration by artists from different times and locations is also examined.

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

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

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

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

Proposed Subject Cost:

<table>
<thead>
<tr>
<th>Units</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>STUDIO ARTS 1 &amp; 2</td>
<td>$109</td>
</tr>
<tr>
<td>STUDIO ARTS 3 &amp; 4</td>
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Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. Payment Plans are available; please contact the office by 18th August to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by 18th September. As an elective, this subject will only proceed if enough interest is sought.
Visual Communication Design

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

Structure:
The study is made up of four units:

Unit 1: Visual communication
The main purpose of this unit is to enable students to prepare instrumental drawings of objects and explore freehand drawing from direct observation. Students also experiment and explore the application of design elements and principles in the preparation of solutions to suit specific purposes. Students study how the design process is applied in the production of visual communications.

Unit 2: Communication in context
The main purpose of this unit is to enable students to develop practical skills by generating images and developing them through freehand and instrumental drawing. The ways in which information and ideas are communicated visually are also explored through the analysis of the work of others. The design process is applied in developing visual communication solutions to set tasks.

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

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

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

Proposed Subject Cost:

**VISUAL COMMUNICATION DESIGN 1 & 2: $109**
**VISUAL COMMUNICATION DESIGN 3 & 4: $158**

Students will be advised of enrolment in this subject on 4th August. To secure enrolment in the elective, payment is due by Friday 18th September. Confirmation of enrolment will not be made until payment is received. *Payment Plans* are available; please contact the office by **18th August** to arrange a payment program, if arrangements are not made by this date, full payment for this elective will be expected by **18th September**. As an elective, this subject will only proceed if enough interest is sought.
VCAL LITERACY

FOUNDATION READING AND WRITING

Unit purpose
The purpose of this unit is to enable students to develop skills and knowledge to read and write simple or short texts. Texts will deal with mainly personal and familiar topics but may include some unfamiliar aspects. At this level students, often with support, use the writing process with an awareness of the purpose and audience of the text. In reading students are able to identify the main point of the text, some key details and express an opinion about the text as a whole as well as some of the details. At the end of the Foundation Reading and Writing unit students will be able to read and comprehend a range of simple short texts and write a range of short texts in a number of contexts which may be interrelated.

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 short recount, narrative or expressive text on a familiar subject.
2 Writing for Practical Purposes
   Write a short instructional or transactional text on a familiar subject.
3 Writing for Knowledge
   Write a short report or explanatory text on a familiar subject.
4 Writing for Public Debate
   Write a short persuasive and/or argumentative text expressing a point of view on a familiar subject.
5 Reading for Self-expression
   Demonstrate that meaning has been gained from reading a simple narrative, recount or expressive text.
6 Reading for Practical Purposes
   Demonstrate that meaning has been gained from reading a simple instructional or transactional text.
7 Reading for Knowledge
   Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a familiar subject.
8 Reading for Public Debate
   Demonstrate that meaning has been gained from reading a simple persuasive or discursive text on a familiar subject.

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.
FOUNDATION ORAL COMMUNICATION

Unit purpose
At the end of this unit students will be able to use and respond to spoken language, around everyday subject matter which may include some unfamiliar aspects, for a range of purposes in a number of contexts which may be interrelated.

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

Summary of learning outcomes

1 Oracy for Self Expression
   Use and respond to spoken language to explore with others story and life experience.

2 Oracy for Knowledge
   Use and respond to spoken language in talks or discussions that present information about familiar topics.

3 Oracy for Practical Purposes
   Use and respond to spoken language in short transactions in familiar contexts.

4 Oracy for Exploring Issues and Problem Solving
   Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic.

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.
INTERMEDIATE READING AND WRITING

Unit purpose
The purpose of this unit is to enable students to develop the skills and knowledge to read and write a range of texts on everyday subject matters which include some unfamiliar aspects or material. At this level students, once they have identified the audience and purpose of the text, use the writing process to produce texts that link several ideas or pieces of information. In reading, students identify how, and if, the writer has achieved his or her purpose and express an opinion on the text taking into account its effectiveness.

At the end of the unit students will be able to read, comprehend and write a range of texts within a variety of contexts.

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

Summary of learning outcomes
1 Writing for Self-expression
   Write a recount, narrative or expressive text.
2 Writing for Practical Purposes
   Write an instructional or transactional text.
3 Writing for Knowledge
   Write a report or explanatory or expository text.
4 Writing for Public Debate
   Write a persuasive, argumentative or discursive text.
5 Reading for Self-expression
   Demonstrate that meaning has been gained from reading a narrative, recount or expressive text.
6 Reading for Practical Purposes
   Demonstrate that meaning has been gained from reading an instructional or transactional text.
7 Reading for Knowledge
   Demonstrate that meaning has been gained from reading an explanatory, expository or informative text.
8 Reading for Public Debate
   Demonstrate that meaning has been gained from reading a persuasive, discursive or argumentative 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.
INTERMEDIATE ORAL COMMUNICATION

Unit purpose
At the end of this unit students will be able to use and respond to spoken language including some unfamiliar material within a variety of contexts.

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

Summary of learning outcomes

1. Oracy for Self Expression
   Use and respond to spoken language to communicate to others story and life experience.

2. Oracy for Knowledge
   Use and respond to spoken language in informative talks.

3. Oracy for Practical Purposes
   Use and respond to spoken language in instructions and transactions.

4. Oracy for Exploring Issues and Problem Solving
   Use and respond to spoken language in discussions to explore issues or solve problems.

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.
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.
SENIOR ORAL COMMUNICATION

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

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

Summary of learning outcomes
1. **Oracy for Self Expression**
   Use and respond to spoken language to effectively communicate to others story and life experience, in different contexts.
2. **Oracy for Knowledge**
   Use and respond to spoken language in sustained informative presentations in different contexts.
3. **Oracy for Practical Purposes**
   Use and respond to spoken language in sustained and complex transactions in different contexts.
4. **Oracy for Exploring Issues and Problem Solving**
   Use and respond to spoken language in sustained discussions for the purpose of exploring issues or problem solving in different contexts.

Assessment criteria
The assessment criteria provide detailed information of the requirements for satisfying the learning outcomes. In the Oral Communication units, the assessment criteria do not need to be met in one activity or task.
VCAL NUMERACY

FOUNDATION NUMERACY SKILLS

Unit purpose
The purpose of this unit is to enable students to develop the confidence and skills to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives. The mathematics involved includes measurement, shape, numbers, and graphs that are part of the students’ normal routines to do with shopping, travelling, cooking, interpreting public information, telling the time etc. On successful completion of this unit students will be able to perform everyday mathematical tasks which involve a single mathematical step or process. Their communication about mathematical ideas would mainly be spoken rather than written responses.

Learning outcomes and assessment criteria
Students must demonstrate competency in five out of the six learning outcomes to be credited with this unit, although they should cover all of the learning outcomes in the teaching/learning context.

Summary of learning outcomes
1. Numeracy for Practical Purposes — Design
   Can use everyday informal language of shape, size, colour and other commonly used attributes to identify and recognize shapes in the context of their common usage and application.
2. Numeracy for Practical Purposes — Measuring
   Can use familiar simple measurements of length, mass, capacity and temperature to compare or measure materials or objects in personal situations.
3. Numeracy for Personal Organisation — Money and Time
   Can identify and use familiar everyday numbers, and units of money and time to make decisions about money and time in personal situations.
4. Numeracy for Personal Organisation — Location
   Can use simple everyday language of location to give and follow informal oral directions.
5. Numeracy for Interpreting Society — Data
   Can use simple everyday tables and graphs to interpret public information which is of personal relevance or interest.
6. Numeracy for Interpreting Society — Numerical Information
   Can use simple everyday numbers and figures to interpret information which is in texts of personal relevance or interest.

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
- pictures, diagrams, models, etc created by students
INTERMEDIATE NUMERACY SKILLS

Unit purpose
The purpose of this unit is to enable students to develop everyday numeracy to make sense of their daily personal and public lives. The mathematics involved includes measurement, shape, numbers, and graphs applied to tasks which are part of the students’ normal routine but also extending to applications outside their immediate personal environment such as the workplace and the community, whether first hand or portrayed by the media.
At the end of the unit students would be able to attempt a series of operations or tasks with some confidence, be able to select the appropriate method or approach required, and would be able to communicate their ideas both verbally and in written form. They would be at ease with straightforward calculations either manually and/or using a calculator.

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

Summary of learning outcomes
1. Numeracy for Practical Purposes — Design
   Can interpret and use the knowledge and conventions of common shapes and their representation for describing, designing or representing real life objects.
2. Numeracy for Practical Purposes — Measuring
   Can use straightforward measurement and the metric system to estimate and measure for the purpose of interpreting, making or purchasing materials in familiar practical situations.
3. Numeracy for Personal Organisation — Money and Time
   Can use and interpret whole numbers (including large numbers), simple fractions, decimals and percentages to make decisions about money and time in familiar situations.
4. Numeracy for Personal Organisation — Location
   Can interpret and use everyday language and symbols of location and direction to give and follow oral and written directions.
5. Numeracy for Interpreting Society — Data
   Can use and create everyday tables and graphs to represent and interpret public information which is of interest or relevance.
6. Numeracy for Interpreting Society — Numerical Information
   Can identify and translate everyday numerical concepts to interpret public information which is in texts of interest or relevance.

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
use of technology, for example Microsoft PowerPoint, digital cameras, web-based publishing, accounting software.
SENIOR NUMERACY SKILLS

Unit purpose
The purpose of this unit is to enable students 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 students 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 students for the Advanced Numeracy Skills Senior 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 two-dimensional and three-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 create, use and interpret tables and graphs, and calculate and use averages, in order to 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
SENIOR ADVANCED NUMERACY SKILLS

Unit purpose
The purpose of this unit is to provide students with a solid introduction to the knowledge and skills belonging to several formal areas of mathematics. The mathematics involved will include: numerical calculations and analysis of graphical data required for interpreting information about society; the use of formulae, algebraic techniques and problem-solving strategies; and familiarity with fundamental processes of at least two other selected specialist mathematical areas. At the end of the unit students will be able to confidently perform calculations using a variety of methods. They will be able to interpret and use the formal symbols, conventions and basic processes of the chosen fields of mathematics in order to solve problems, and to communicate their problem-solving processes in writing using a variety of informal and formal language.

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 Interpreting Society — Data
   Can use tables and graphs and measures of central tendency and spread to interpret, analyse and describe information of relevance to self, work or community.
2. Numeracy for Interpreting Society — Numerical Information
   Can calculate and use rational numbers to analyse and evaluate relevant aspects of personal, work or community life.
3. Numeracy for Knowledge — Further Study in Maths (formulae and graphs)
   Can develop and use formulae and their graphs to describe and represent relationships between variables in a range of contexts.
4. Numeracy for Knowledge — Further Study in Maths (algebraic techniques)
   Can use algebraic techniques to investigate and solve mathematical problems.
5. Numeracy for Knowledge — Further Study in Maths (Area A)
   Can use formal maths techniques relevant to an area of further study to interpret, investigate and solve mathematical problems.
6. Numeracy for Knowledge — Further Study in Maths (Area B)
   Can use formal maths techniques relevant to an area of further study to interpret, investigate and solve mathematical problems.
7. Numeracy for Knowledge — Further Study in Maths (problem solving)
   Can use mathematical problem-solving techniques to interpret, investigate and solve 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
FOUNDATION WORK RELATED SKILLS
UNITS 1 & 2

Unit purpose
Unit 1: The purpose of this unit is to focus on the development of basic/introductory knowledge and skills in order to provide the necessary OHS preparation for the workplace.

Unit 2: This unit provides a focus for the development of work-related and pre-vocational skills in the context of practical work-related experiences, through:
- integrating new learning about work skills with prior knowledge and experiences
- enhancing the development of employability skills through work-related contexts
- developing basic critical thinking skills that apply to problem solving in work situations
- developing basic planning and work-related organisational skills
- developing transferable skills for work-related contexts.

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

Unit 1
Learning outcome 1
Learn about a selected workplace or industry setting.

Learning outcome 2
Identify OHS roles and responsibilities of persons within a workplace context.

Learning outcome 3
Identify OHS problems that may arise in the workplace.

Learning outcome 4
Plan and organize a basic work-related activity that meets OHS procedures.

Learning outcome 5
Work in a team to complete a safe work procedure for a basic work-related activity.

Learning outcome 6
Use information and communications technology and other technology in relation to a basic work related activity.

Unit 2
Learning outcome 1
Prepare for a basic work-related activity.

Learning outcome 2
Communicate basic work-related ideas and information.

Learning outcome 3
Plan, organize and manage a basic work-related activity.

Learning outcome 4
Identify and take measures to solve a problem relevant to a basic-work-related activity.

Learning outcome 5
Work in a team to complete a basic work-related activity.

Learning outcome 6
Use information and communications technology and other technology in relation to a basic work related activity.

Assessment
All elements within each learning outcome must be met in the one assessment task. However, one task may be used to assess a number of learning outcomes.
INTERMEDIATE WORK RELATED SKILLS
UNITS 1&2

Unit purpose
Unit 1: The purpose of this unit is to provide a focus for more complex development of appropriate skills and knowledge in order to provide the necessary OHS preparation for the workplace.

Unit 2: This unit provides a focus for the development of work-related and vocational skills in a context appropriate to the task through:
- integrating more complex learning about work-related skills with prior knowledge and experiences
- enhancing the development of employability skills at a more complex level in relevant work-related contexts
- developing more complex critical thinking skills that can be applied to work-related problem-solving situations
- developing more complex work-related planning and organisational skills that incorporate evaluation and review
- developing more complex work-related skills, which can be transferred to other work contexts.

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

Unit 1
Learning outcome 1
Learn about conditions and entitlements of a specific industry.
Learning outcome 2
Obtain and communicate information in response to a work related OHS issue.
Learning outcome 3
Develop knowledge and understanding of OHS in a work-related context.
Learning outcome 4
Identify workplace safety hazards.
Learning outcome 5
Work in a team to follow safe work procedures within a work-related activity.
Learning outcome 6
Use information and communication technology and other technology in relation to a work-related activity.

Unit 2
Learning outcome 1
Research information for a work-related activity.
Learning outcome 2
Communicate information and ideas for a work-related activity.
Learning outcome 3
Plan, organize and manage a work-related activity.
Learning outcome 4
Identify and solve common work-related problems.
Learning outcome 5
Work in teams to undertake a work-related activity.
Learning outcome 6
Use information and communications technology and other technology in relation to a work-related activity.

Assessment
Assessment can occur at any time during the unit when the teacher/trainer is confident that the student is likely to be able to demonstrate successful performance. To receive an ‘S’ in this unit, students must show competence in all six learning outcomes through satisfactory demonstration of all elements.
SENIOR WORK RELATED SKILLS
UNITS 1&2

Unit purpose
Unit 1: The purpose of this unit is to provide a focus for complex development of appropriate skills and knowledge in order to provide the necessary OHS preparation for the workplace.

Unit 2: This unit provides a focus for more complex development of work-related and vocational skills in a workplace context or appropriate simulation. 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 employability skills through increasingly complex work-related activity
- developing increasingly complex critical-thinking skills that apply to problem-solving situations in the work context
- developing planning and organisational skills that incorporate evaluation and review
- applying increasingly complex transferable skills to work-related contexts.

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

Unit 1
Learning outcome 1
Research information about a specific industry or workplace from a variety of sources.

Learning outcome 2
Communicate ideas and information about a range of OHS requirements in the workplace.

Learning outcome 3
Understand hazard identification, risk assessment and control of hazards and risks within the workplace.

Learning outcome 4
Demonstrate an understanding of the OHS issue-resolution process.

Learning outcome 5
Work in a team to follow safe work procedures within a complex work-related project.

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

Unit 2
Learning outcome 1
Collect, analyse and evaluate information required for a complex work-related project.

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

Learning outcome 3
Plan, organise and manage a complex work-related project.

Learning outcome 4
Identify and solve problems in the workplace.

Learning outcome 5
Work in teams to undertake a complex work-related project.

Learning outcome 6
Use information and communications technology in relation to a complex work related project.

Learning outcome 7
Use workplace technology and equipment in a complex work-related project.

Learning outcome 8
Demonstrate initiative/enterprise in a work-related context.

Assessment
Assessment can occur at any time during the unit when the teacher/trainer is confident that the student is likely to be able to demonstrate successful performance. To receive an ‘S’ in this unit, students must show competence in all eight learning outcomes through satisfactory demonstration of all elements.
FOUNDATION PERSONAL DEVELOPMENT
UNIT I

Unit purpose
The purpose of this unit is to focus on the development of self through the development of personal 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 this unit includes:

• subject-specific knowledge applicable to one or more of the following: a relevant personal, social, health and wellbeing, educational and/or family goal
• skills applicable to a relevant personal, social, health and wellbeing, educational and/or family goal
• introduction to problem-solving skills
• introduction to skills for planning, organising and working in teams.

Learning outcome 1
Plan and organise a complex activity.

Learning outcome 2
Demonstrate knowledge specific to a simple activity or goal.

Learning outcome 3
Demonstrate skills specific to a simple activity or goal.

Learning outcome 4
Solve problems specific to a simple activity or goal.

Learning outcome 5
Demonstrate teamwork skills.
FOUNDATION PERSONAL DEVELOPMENT
UNIT 2

Unit purpose
The purpose of this unit is to focus on the development of knowledge, skills and attributes through participation in experiences of a practical nature within the community. The focus of the learning program for this unit includes:
• subject-specific knowledge applicable to one or more of the following: community engagement, social awareness, civic responsibility and active citizenship
• skills applicable to a relevant community, social or civic goal
• development of an understanding of social issues and civic responsibility
• introduction to problem-solving skills
• introduction to skills for planning, organising and working in teams.

The unit enables students to develop personal development skills through participation in locally developed curriculum and locally developed projects such as involvement with local radio and leadership activities linked to voluntary community roles or community service projects.

Learning outcome 1
Identify the rights and responsibilities of individuals in a community.
Learning outcome 2
Plan and organize a simple activity within a community.
Learning outcome 3
Communicate information about a social issue or community activity.
Learning outcome 4
Communicate effectively to resolve problems related to a social issue or community activity.
Learning outcome 5
Demonstrate teamwork skills or work effectively as a group/team member.
INTERMEDIATE PERSONAL DEVELOPMENT
UNIT 1

Unit purpose
The purpose of this unit is to focus on the development of self, through the development of personal 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 this unit includes:

• subject-specific knowledge applicable to a relevant personal, social, health and wellbeing, educational and/or family project or activity
• skills applicable to a relevant personal, social, health and wellbeing, educational and/or family project or activity
• development of self-management skills
• development of leadership skills
• development of interpersonal skills.

Learning outcome 1
Plan and organise a complex project or activity.

Learning outcome 2
Demonstrate knowledge and skills in the context of a complex project or activity.

Learning outcome 3
Demonstrate self-management skills for goal achievement in the context of a project or activity.

Learning outcome 4
Describe leadership skills and responsibilities.

Learning outcome 5
Demonstrate interpersonal skills to communicate ideas and information.
INTERMEDIATE PERSONAL DEVELOPMENT
UNIT 2

Unit purpose
The purpose of this unit is to focus on the development of knowledge, skills and attributes through participation in experiences of a practical nature within the community. The focus of the learning program for this unit includes:

• subject-specific knowledge applicable to one or more of the following: community engagement, social awareness, civic and civil responsibility
• skills applicable to a relevant community, social or civic project or activity
• problem solving and comprehension skills
• presentation and research skills
• communication skills
• planning and organisation skills
• team work and group cohesion.

The unit enables students to develop personal development skills through participation in locally developed curriculum and locally developed projects such as involvement with local radio, leadership activities linked to voluntary community roles or community service projects.

Learning outcome 1
Research and analyse the roles of citizens/members in a community.

Learning outcome 2
Plan and organize a complex community project or activity.

Learning outcome 3
Use a range of communication strategies to raise awareness of a complex social issue or community activity.

Learning outcome 4
Manage problems related to a complex social issue or community activity.

Learning outcome 5
Actively contribute to group cohesion to manage a complex social issue or community activity.
SENIOR PERSONAL DEVELOPMENT UNIT 1

Unit purpose
The purpose of this unit is to focus on the development of self through the development of personal 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 this unit includes:
• subject-specific knowledge applicable to a relevant personal, social and educational goal
• skills applicable to a relevant personal, social and educational 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 in an autonomous manner.

Learning outcome 2
Demonstrate an awareness of social diversity with a complex project.

Learning outcome 3
Apply strategies to improve 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.
SENIOR PERSONAL DEVELOPMENT UNIT 2

Unit purpose
The purpose of this unit is to focus on the development of knowledge, skills and attributes through participation in experiences of a practical nature within the community. The focus of the learning program for this unit includes:
- subject-specific knowledge applicable to one or more of the following: community engagement, social awareness, civic and civil responsibility
- skills applicable to a relevant community, social or civic project or activity
- problem-solving and comprehension skills
- presentation and research skills
- communication skills
- research, planning and organisation skills
- team work and group cohesion.

The unit enables students to develop personal development skills through participation in locally developed curriculum and locally developed projects such as involvement with local radio, leadership activities linked to voluntary community roles or community service projects.

Learning outcome 1
Research a community problem or issue that affects citizens/members in a community.

Learning outcome 2
Establish or build on an external partnership to address and/or promote awareness of a community problem or issue.

Learning outcome 3
Plan, organize and complete a complex community project, utilizing project management skills, in an autonomous manner.

Learning outcome 4
Demonstrate effective teamwork skills in relation to a complex community project.

Learning outcome 5
Present and communicate ideas and information relating to the complex community project.
Vocational Education and Training (VET)

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

**Recognition**

All programs are delivered through Registered Training Organisations (RTO). Students are issued with a certificate at either Certificate 1, 2 or 3 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 have access to a Study Score and are equal in all respects to any other VCE program. Programs that have a Study Score component have either a 90 minute written exam or a performance exam at the end of the year.

All VET programs with a Unit 3 - 4 sequence contribute towards the ATAR as follows:

- For programs with Scored Assessment, a Study Score.
- For programs without Scored Assessment, an increment based on 10% of the average of their primary four Study Scores.

**Employers**

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

**Structured Workplace Learning (SWL)**

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

**Important Note**

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

VCE students should be aware that only certain VET subjects are available on a Wednesday afternoon and it is only these that are recommended for VCE students as they impact significantly on studies and timetable.

If you are VCE and want to do a VET subject please see the pathways office regarding the suitability with your timetable.

Students must be prepared to make VET a priority, this includes over any sport or other activities that may have an impact on attendance. To participate in VET programs, students must be 15 years of age prior to 1st January 2015.

**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 programmes and their costs were not available at the time of publishing this guide, however the table below can be used as a guide and costs will be confirmed later in the year when all applicants will be sent a letter outlining details and costs of the VET program they have applied for.
A condition of acceptance into any VET program is payment of the parent contribution charge. A non-refundable deposit of $150.00 is due by Tuesday, 31st August. Final payment is to be made by the 18th September 2015 to confirm placement, otherwise an alternative program will need to be discussed with relevant counsellors. Places are limited and will be awarded on a first come basis, a waiting list will be kept.

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

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<td>Applied Fashion Design (Year 1)</td>
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<td>Digital Media &amp; Technology</td>
<td>Hairdressing (1 year)</td>
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<td>Sustainable Energy</td>
<td>Music Industry (at MESC)</td>
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<td>Telecommunications – Cabling</td>
<td>Plumbing</td>
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<td>Specialist Makeup (partial kit)</td>
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<td>Welding &amp; Fabrication</td>
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**SCHOOL BASED APPRENTICESHIP & TRAINEESHIP (SBAT)**

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

SBAT’s are undertaken by VCAL students and usually satisfy the industry related skills strand- VCAL students need to be set up in a SBAT before commencing VCAL studies. VCE students wishing to do an SBAT need to proceed with approval from senior school and pathways office – SBAT’s can contribute to VCE as a 10 % increment /block credit. Part time traineeships done outside school hours can also contribute to VCE and VCAL – students undertaking training in their part time job should bring their training plan to Leanne Paterson in the careers office in order for these to be applied to your studies.
VCE (VET)

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

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

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

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

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

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

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

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

VCAL
This program contributes to the industry strand of VCAL.

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

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

FYI reference only - 2015 1st Year cost $912.
2015 2nd Year cost $1108.
2016 Cost yet to be determined
VCE (VET)

AGED CARE & HOME & COMMUNITY CARE – CERTIFICATE III (CHC30212) (1 year duration)

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

Program
This dual qualification provides skills to care for people either in aged care facilities or for people in their own homes, and other community settings. They report directly to a supervisor, and are not responsible for other workers.

The course includes the following core units of competency:
- Deliver care services using a palliative approach
- Participate in the implementation of individualised plans
- Provide support to people living with dementia
- Follow WHS Safety procedures for direct care work
- Recognise healthy body systems in a health care context
- Support older people to maintain their independence
- Support individual health and emotional well being
- Work effectively in the community sector
- Work effectively with older people

Structured Workplace Learning (SWL)
Structured workplace learning is an important part of any VETis program and provides:
- Enhancement of skills
- Practical application of industry knowledge
- Increased employment opportunities
Chisholm will organise for all students. There is continuous supervision over their placement duration and students are assessed for competency.

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

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

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

Day / Time / Venue
Chisholm – Wednesday 9:00am – 3:00pm.

FYI reference only -
2015 1st Year cost $420.
2016 cost yet to be determined
VCE (VET)  
AGRICULTURE  
–CERTIFICATE II   (RTE20103)

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

Program

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

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

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

Structured Workplace Learning (SWL)

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

Contribution to the VCE

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

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

Contribution to the VCAL

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

Day / Time / Venue

Elisabeth Murdoch College – Wednesday 1:30pm – 4:30pm.

FYI reference only -  
2015 1st Year cost $550.  
2015 2nd Year cost $550.  
2016 cost yet to be determined
VCE (VET)

ANIMAL STUDIES

-CERTIFICATE II (RUV20104)

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

Program
The Certificate II in animal Studies (RUV20104) is a nationally accredited course designed to provide work skills and knowledge of caring for a variety of animals.

Features:
- Interactive on-line learning
- Hands-on working with & caring for animals through work placement
- Regular communication with highly experienced and qualified trainers
- An excellent head start to fulfilling careers in animal care industries, such as Companion Animal service Industries of Animal Boarding, Grooming and Pet Retail, Veterinary Nursing, Animal Shelters, Captive animals, and Animal technology

Work placement
Students must complete 60 hours of work-placement in an animal care facility, in order to develop practical animal care and work skills through completion of practical tasks.

On-campus Workshops
Students are required to attend one 2-day practical skills workshop for Animal Handling, animal first Aid and rescue training. The workshops will run during school holiday periods at the Rural Industries Campus, Wangaratta. If students are unable to attend the workshop, they will be required to undertake an additional 20 hours of work placement and complete an additional assessment task.

Pathways to further study
Completion of this course will give direct credits into Certificate III in Companion Animal Services and Certificate IV in Veterinary Nursing

Day / Time / Venue
Elisabeth Murdoch College – Wednesday, 1pm – 4:30pm.

FYI reference only - 2015 1st Year cost $824.
2015 2nd Year cost $593.
2016 cost yet to be determined
VCE (VET)

APPLIED FASHION DESIGN AND TECHNOLOGY

-CERTIFICATE II (LMT21707)

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

Program

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

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

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

Training and Employment Outcomes

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

Recognition within the VCAL

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

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

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

Day / Time / Venue

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

FYI reference only - 2015 1st Year cost $775.
2015 2nd Year cost $600.
2016 cost yet to be determined
VCE (VET)

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

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

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

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

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

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

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

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

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

Day / Time / Venue
Chisholm Frankston – Wednesday 9am – 3pm or Friday 9am – 3pm

FYI reference only - 2015 1st Year cost $455.
2015 2nd Year cost $455. 2016 cost yet to be determined
VCE (VET)

AUTOMOTIVE STUDIES - CERTIFICATE II (22015VIC) (Marine)

Units 1-4 sequence. 10% increment available for contribution towards the ATAR. Credit in this program is based on accrual of hours. To achieve a Unit 3-4 sequence for satisfactory completion purposes, a student must complete 400 hours of training including the compulsory units of competence.

Program
Automotive studies – Mechanical - This program is based around 22015VIC – Certificate II in Automotive Studies (Mechanical) but is contextualised towards the Marine Mechanical Industry.

Students study and achieve the same units as the Certificate II in Automotive studies (Mechanical) program but attention is paid to the differing factors and technical operations of marine engines in comparison to light motor vehicles. The course allows students a full understanding and cross blend of the automotive mechanical industry and marine industry and allows students to pathway into either industry through apprenticeships.

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

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

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

Day / Time / Venue
Chisholm Frankston – Wednesday 9am – 3pm

FYI reference only - 2015 1st Year cost $455.
2015 2nd Year cost $455.
2016 cost yet to be determined
VCE (VET)

BEAUTY SERVICES
-CERTIFICATE III (SIB30110)

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

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

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

Training and Employment Outcomes

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

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

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

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

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

Day / Time / Venue
Chisholm, Dandenong – Wednesday, 9am – 3:30pm (ALL DAY)

The Beauty program is also being offered through The WTS Beauty Academy, Mornington – see the Careers office for further details

FYI reference only - 2015 1st Year cost $661.
2015 2nd Year cost $695.
2016 cost yet to be determined
VCE (VET)

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

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

NOTE: This program provides partial completion of 21844VIC, Certificate II in Building & Construction. Upon completion of the VCE VET program, students would have achieved approximately two-thirds of the pre-apprenticeship certificate, comprising the certificate core and some stream specific modules. Students wishing to complete the entire pre-apprenticeship certificate will need to undertake modules beyond the requirements of the VCE VET program.

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

Training and Employment Outcomes
Upon completion of the VCE VET program, students may need to complete the remaining third of the Certificate II in Building & Construction pre-apprenticeship before proceeding to the appropriate apprenticeship qualification. Career paths within the Construction Industry include:

Building site administration; Building; Foremanship; Building Engineering; Estimation Building; Surveying and Quantity Surveying; Drafting (architectural); Architecture; Carpenter.

Special Requirements
Students are required to have the following at all classes:

- Sleeveless overalls (beige)
- Safety work boots (steel cap)

Year 10 level of Maths and English is recommended.

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

Day / Time / Venue
Chisholm, Frankston Wednesday – 8:30am – 12:30pm (Bricklaying) Tuesdays and Wednesdays (Carpentry)
Mount Erin Secondary College – Wednesday, 1:00pm – 5pm

FYI reference only –

BRICKLAYING 2015 1st Year cost $400.
CARPENTRY 2015 1st Year cost $520. 2015 2nd Year cost $360.
2016 cost yet to be determined
Units 1-4: A study score is available for this program.

Program
The aim of this program are to:

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

Program Structure
This course includes the following core units of competency:

- Work effectively in a business environment;
- produce simple word processed documents;
- identify suitability for micro business;
- organise and complete daily work activities;
- use business technology;
- participate in OHS processes

Structured Workplace Learning
Structured workplace learning is an important part of any VETis program and provides:

- Enhancement of skills
- Practical application of industry knowledge
- Increased employment opportunities

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

Day / Time / Venue
Chisholm – Wednesday, 1:00pm – 5pm

FYI reference only - 2015 1st Year cost $405.
2015 2nd Year cost $405.
2016 cost yet to be determined
VCE (VET)

CISCO
-Certified Network Academy Program

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

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

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

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

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

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

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

FYI reference only -
2015 1st Year cost $390.
2015 2nd Year cost $490.
2016 cost yet to be determined
VCE (VET)

CIVIL CONSTRUCTION
-CERTIFICATE II (RII20709)

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

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

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

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

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

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

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

Day / Time / Venue
Chisholm - To be advised. Will only run if enough numbers – otherwise only available at Dandenong campus.

FVI reference only -
2015 1st Year cost $470,
2015 2nd Year cost $320,
2016 cost yet to be determined
VCE (VET)

COMMUNITY SERVICES
- CERTIFICATE II (CHC20108)

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

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

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

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

Training and Employment Outcomes
Certificate 11 in Community Services (Community Work) can be the starting point to a wide variety of career options such as Nursing, Social Work, Youth Work, Child Care, Disability Care and Teaching.

Special Requirements
Students will undertake Level 1 in First Aid.
Students need to realise that they will be required to undertake 160 hours of SWL each year in at least two areas of children, aged or disability services. The placement is usually undertaken on a one day per week arrangement during the second term.

Day / Time / Venue
Chisholm – Wednesday, 1pm – 5pm

FYI reference only - 2015 1st Year cost $451.
                      2015 2nd Year cost $451.
                      2016 cost yet to be determined
**VCE (VET)**

**COMPUTER ASSEMBLY & REPAIR - CERTIFICATE II (UEE20507)**

(Partial completion) 1 Year duration

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

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

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

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

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

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

**Special requirements**
Students are enrolled as CISCO Program students and have full access to the learning materials via the internet, though class attendance is still required.

**Day / Time / Venue**
Chisholm Frankston – Wednesday, 12:30pm – 5pm

FYI reference only - 2015 1st Year cost $470.

2016 cost yet to be determined
VCE (VET)
CONSERVATION &
LAND MANAGEMENT

-CERTIFICATE II (RTD20102)

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

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

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

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

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

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

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

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

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

Day / Time / Venue
Chisholm Frankston – Wednesday, 8:30am – 4pm
Program is also offered through The Briars as a SBAT program for VCAL students over 2 years.

FYI reference only -
2015 1st Year cost $460.
2015 2nd Year cost $460.
2016 cost yet to be determined
VCE (VET)

DANCE - CERTIFICATE II (21764VIC)

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

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

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

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

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

FYI reference only - 2015 1st Year cost $650.
2015 2nd Year cost $650.
2016 cost yet to be determined
VCE (VET)

EARLY CHILDHOOD EDUCATION & CARE - CERTIFICATE III (CHC30113)

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

Program

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

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

Structured Workplace Learning (SWL)

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

Special Requirements

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

Pathways

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

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

Day / Time / Venue

Chisholm Institute, Frankston – Wednesday, 9am – 3pm (ALL DAY)

FYI reference only - 2015 1st Year cost $350.
2015 2nd Year cost $350.
2016 cost yet to be determined
VCE (VET)

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

VCE Contribution: This course does not contribute toward an ATAR

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

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

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

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

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

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

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

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

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

FYI reference only -
2015 1st Year cost $350.
2015 2nd Year cost $350.
2016 cost yet to be determined
VCE (VET)

ENGINEERING STUDIES - CERTIFICATE II (22019VIC)

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

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

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

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

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

Special Requirements
Coveralls
Safety footwear/Blundstone boots
Students need to realise that they will be required to undertake 80 hours of SWL each year. This SWL will need to be partially, if not totally, undertaken during school holidays. VCAL – up to 200 hours of accredited training for both first and second years of the program.

Day / Time / Venue
Chisholm Frankston - Wednesday, 1pm – 5pm

FYI reference only -
2015 1st Year cost $460.
2015 2nd Year cost $560.
2016 cost yet to be determined
VCE (VET)

EQUINE INDUSTRY – CERTIFICATE II (21908VIC)

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

Program

The aim of this program is to provide students with the knowledge and skills to achieve competencies that will enhance their employment prospects in the EQUINE industry.

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

Special Requirements

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

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

3. Purchase of the recommended text book is required.

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

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

The program is delivered by the Hillcrest College as well as Toorak College

Day / Time / Venue
Toorak College, Mount Eliza – Wednesday, 1:30pm – 3:30pm

FYI reference only -  
2015 1st Year cost $690.  
2015 2nd Year cost $690.  
2016 cost yet to be determined
VCE (VET)

FLIGHT ATTENDANT (1 Year duration)
-CERTIFICATE II in Tourism (SIT20107)

Units 1-2 sequence: VCE: Contribution to VCE through Block Credit Recognition for attainment of units of competency/modules at AQF II and above. VCAL: Credit awarded on satisfactory completion of 90 nominal hours of training.

Program
The Certificate II in Tourism – Flight Attendant Preparation Course (FAPC) is an exciting course that will assist with your application for Flight Attendant. NOTE: This course does not guarantee successful entry into a position of Flight Attendant. The course offers a variety of additional stand alone statement of attainments including:

- Responsible service of Alcohol (RSA)
- Follow workplace hygiene (basic Food Handlers)
- First Aid
- Grooming (non accredited)

The course exposes students to the tourism industry and allows them to explore different pathways within by going on industry specific days and meeting airline and industry professionals.

Structured Workplace Learning (SWL)
SWL is an important part of any VET in schools program and provides:

- Enhancement of skills
- Practical application of industry knowledge
- Increased employment opportunities

Special Requirements
No special requirements

Day / Time / Venue
McClelland College - Wednesday, Time to be advised

FYI reference only - 2015 1st Year cost $600, 2016 cost yet to be determined
VCE (VET)

FURNITURE MAKING
-CERTIFICATE II (LMF20309)
With selected units from Cert III (LMF30302)

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

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

Program
This course includes the following units of competency:

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

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

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

Special Requirements
Students will require the following for all classes:

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

Year 10 level of Maths and English is recommended.

Day / Time / Venue
Chisholm Frankston - Wednesday, 1pm – 6pm

FYI reference only - 2015 1st Year cost $395, 2015 2nd Year cost $395.
2016 cost yet to be determined
VCE (VET)

HAIRDRESSING - CERTIFICATE II (WRH201060)

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

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

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

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

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

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

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

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

Day / Time / Venue
Chisholm Frankston – Wednesdays & Fridays, 9am – 3:30pm (All Day)

FYI reference only -
2015 1st Year cost $1039.
2015 2nd Year cost $1881.
2016 cost yet to be determined
VCE (VET)

HEALTH SERVICES ASSISTANCE - CERTIFICATE III
(HLT32512 – Cert III in Health Services Assistance)

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

Program
The VCE VET Health program reflects industry and student demand for qualifications in the health industry. The program covers a wide range of work areas within the health industry. Students completing this program will have the skills and knowledge required to work in an entry-level role within a range of areas depending on the electives and focus of the program undertaken. The program will also provide a pathway into diploma level courses in remedial massage, myotherapy, nursing and community services. Students will be trained by industry professionals who have many years experience working in these sectors and use our specialised training facilities and simulation laboratories.

Contribution to the VCE/VCAL
Students who receive a Unit 3-4 sequence for VCE VET Health will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

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

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

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

Special Requirements
An interest in working with people and in the health industry

Structured workplace learning (SWL)
Students are required to complete 25 hours per year of paid or voluntary work within the health/community care industry, organised by the school.

Day / Time / Venue - Chisholm, Frankston – Wednesday, 1pm – 5pm

FYI reference only - 2015 1st Year cost $530. 2015 2nd Year cost $530. 2016 cost yet to be determined
Units 1-4 sequence. 10% increment available for contribution towards the ATAR.

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

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

Training and Employment Outcomes
Completion of the Certificate II in Horticulture (Landscape) allows students to proceed into the industry as an apprentice in the following area:

- Landscape Construction Training in this area provides transferable skills which are also relevant to apprenticeships in:
  - Parks and Gardens
  - Water Connection and Management
  - Building and Construction

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

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

Day / Time / Venue
Chisholm, Frankston – Friday, 8:30am – 3:30pm (All Day)

FYI reference only -
2015 1st Year cost $460.
2015 2nd Year cost $460.
2016 cost yet to be determined
VCE (VET)

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

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

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

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

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

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

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

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

Day / Time / Venue
Chisholm, Frankston – Friday, 8:30am – 3:30pm (All Day)

FYI reference only - 2015 1st Year cost $460.
2015 2nd Year cost $460.
2016 cost yet to be determined
VCE (VET)

HORTICULTURE (Turf) - CERTIFICATE II (RTF20703)

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

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

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

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

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

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

Day / Time / Venue
Chisholm, Frankston – Friday, 9am – 3:30pm (All Day)

FYI reference only - 2015 1st Year cost $460.
2015 2nd Year cost $460.
2016 cost yet to be determined
VCE (VET)

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

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

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

Special Requirements
Details of uniform requirements, equipment and textbooks to be purchased by the student will be provided prior to commencement in 2013.

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

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

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

Day / Time / Venue
Chisholm Frankston – Wednesday, 9am – 1:30pm, or Friday, 9am – 1:30pm (1st year)
Chisholm Frankston – Wednesday, 10am - 2:30pm (2nd year)

FVI reference only -
2015 1st Year cost $541.
2015 2nd Year cost $472.
2016 cost yet to be determined
VCE (VET)

HOSPITALITY (Kitchen Operations) - CERTIFICATE II (SIT20307)

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

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

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

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

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

Special Requirements
Details of uniform requirements, equipment and textbooks to be purchased by the student will be provided prior to commencement in 2013.

Day / Time / Venue
Chisholm, Frankston – Wednesday, 9am – 1:30pm, or Friday, 9am – 1:30pm (1st year)
Wednesday, 10am – 2:30pm (2nd year)

FYI reference only -
2015 1st Year cost $513.
2015 2nd Year cost $472.
2016 cost yet to be determined
VCE (VET)

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

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

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

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

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

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

Special Requirements
Details of uniform requirements, equipment and textbooks to be purchased by the student will be provided prior to commencement in 2013.

Day / Time / Venue
Chisholm – Frankston – Wednesday, 9am – 1:30pm, Friday 9am – 1:30pm

FYI reference only -
2015 1st Year cost $609.
2015 2nd Year cost $676.
2016 cost yet to be determined
VCE (VET)

INFORMATION, DIGITAL MEDIA & TECHNOLOGY
(Games Creation)(Partial Completion)
-CERTIFICATE III (ICA30111)

VCE Units 1 - 4: On successful completion of Program 2 students are eligible for up to two units at Unit 1-2 level and a 3-4 sequence contribution to their VCE. 2016 – New program is to be offered with the possibility of a scored assessment – to be confirmed.

The Certificate III in Information, Digital Media and Technology (Games Creation) program is designed to introduce and engage enthusiastic and passionate students to the game industry. The course will cover IT hardware, Digital Imaging, animation, principles of game design, interactive gaming and industry tools such as Unreal Development Kit (UDK). Students will be taught some advanced features of Microsoft office. At this level, the emphasis is on simple game design.

Training & Employment Outcomes

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

Roles in the games industry are:

- Games Designer
- Games Programmer
- Games Artist
- Web designer
- Support 2D/3D artist

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

Structured Workplace Learning:

At this time it is not mandatory for students in this program to undertake Structured Workplace Learning (SWL). However, the VCAA strongly recommends that students in this program undertake some work placement.

Day / Time / Venue

Chisholm Frankston – Wednesday, 1pm – 6pm or Friday 9am – 2pm.

FYI reference only - 2015 1st Year cost $430.
2015 2nd Year cost $430.
2016 cost yet to be determined
VCE (VET)

INTEGRATED TECHNOLOGIES - CERTIFICATE II (22071VIC)

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

This program provides students with skills and knowledge to enhance their entry-level employment prospects in apprenticeships and traineeships in a range of industries including automotive, building and constructions, electrical, electronics, engineering, information technology and telecommunications. The electric drive systems provide an introduction to the power and electronic control industry.

During the course students will be immersed in the amazing world of integrated technology. This includes electrical, electronics, mechatronics and product development. In the first year classes will use the amazing high power electric go karts which students will build and test. Then in second year students will be working on an electric road going car? Students will develop skills that include, soldering, understanding electrical and electronic circuits, computers, welding, metal fabrication, mechanical engineering, 3D printing, rapid prototyping and CAD design. If students are unsure where they would like to go with their career, this is the perfect course for them, it has a little of everything engineering.

Program

This course includes the following units of competency:

- Activities in an electrotechnology environment
- Shared technology project
- Robotic systems
- Assemble and connect low voltage battery power source
- Electrotechnology components
- Wire control systems
- Operating a small power supply system

Structured Workplace Learning:

At this time it is not mandatory for students in this program to undertake Structured Workplace Learning (SWL). However, the VCAA strongly recommends that students in this program undertake a minimum of 30 hours of SWL.

Training and employment outcomes

This program may lead to traineeships in the automation field, automotive electrical field, mechatronics, electronics and communications. The fork lift and access machinery industry would be a real possibility for those interested in the electric vehicle projects.

Day / Time / Venue

Chisholm Frankston, Wednesday, 12:30am – 5:30pm.

FYI reference only -  2015 1st Year cost $520.
                      2015 2nd Year cost $520.
                      2016 cost yet to be determined
VCE (VET)

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

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

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

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

Special Requirements
Year 10 level of English or above is recommended.
The Justice department at Chisholm has indicated that they wish to interview students as part of their selection process. It is important that applications for these programs are made by the due date (please refer to the Careers Department for due date), so interviews can be arranged.

Training and Employment Outcomes
This program provides partial completion only of the Certificate IV in Justice. Students who successfully complete this VET in Schools program will have the opportunity to move into the Advanced Diploma in Justice with credit for successfully completed units.
Career opportunities include:
- Policing (both State and Federal)
- Customs Service
- Law Enforcement Positions in Local Government and Non-Government Agencies
- Courts
- Correctional Services
- Juvenile Justice
- Mediation
- Security
- Community Corrections Offices
- Sheriff’s Office

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

Day / Time / Venue
Chisholm Frankston – Wednesday, 9am – 3pm
NOTE: Students are required to attend an interview/assessment prior to being accepted into this program.

FYI reference only -
2015 1st Year cost $420.
2015 2nd Year cost $420.
2016 cost yet to be determined
VCE (VET)

LABORATORY SKILLS
-CERTIFICATE III (MSL30109)

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

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

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

Special Requirements
The program is delivered over two years.

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

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

Day / Time / Venue
Chisholm – Wednesday, 1:30pm – 5:30pm

FYI reference only -
2015 1st Year cost $455.
2015 2nd Year cost $455.
2016 cost yet to be determined
VCE(VET)

MEDIA (Game Art/Design -CERTIFICATE III (CUF 30107)

Units 1 –4: A study score is available for this program and includes an external examination in November.

Program
Certificate III in Media (Game Design) combines industry standard game design workflows and technologies to teach you how to create and design games using 3D software. In the first year, you will be introduced to the Unreal 4 game engine along with visual scripting, Photoshop and Maya. You will learn to create unique 3D art assets, gameplay elements and design game mechanics as you complete a fully playable game.

During the second year, you will expand and build on these techniques as you learn how to create a custom character and implement it within the game engine to create a unique game to your design. You will also cover key topics including website construction, flash development and graphic design.

Training and employment outcomes
Completion of the Certificate III in Media (Game Art/Design) allows students to proceed into further study that may lead to jobs in the following industries:

- Game Designer
- Game Marketing/Public Relations
- 3D Animation
- Environment Modeller
- Texture Artist
- Character Animator
- 2D Artist

Special requirements

- Students are required to purchase an 8GB USB stick.

Structured Workplace Learning

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

Day / Time / Venue
Mount Eliza Secondary College – Wednesday, 1pm – 4pm (1st year)

FYI reference only -
2015 1st Year cost $620.
2015 2nd Year cost $TBA
2016 cost yet to be determined
VCE(VET)

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

Units 1 – 4: A study score is available for this program and includes an external examination in November.

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

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

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

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

Program prerequisites:

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

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

Or,
- Successful Trainer / Trainee interview.

Day / Time / Venue
Mount Eliza Secondary College – Wednesday afternoon, times to be advised.

FYI reference only -
2015 1st Year cost $600.
2015 2nd Year cost $600.
2016 cost yet to be determined
VCE(VET)

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

Units 1 – 4: A study score is available for this program and includes an external examination in November.

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

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

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

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

Program prerequisites:

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

Or,

• Students must be able to show that they have successfully completed the Program 3: CUS30201 Certificate III in Music Industry (Technical Production) Units 1 – 2 Course.

Or,

• Successful Trainer / Trainee interview.

Day / Time / Venue
Mount Eliza Secondary College – Wednesday afternoon, times to be advised.

FYI reference only - 2015 1st Year cost $600. 2015 2nd Year cost $600. 2016 cost yet to be determined
VCE (VET)

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

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

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

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

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

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

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

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

Year 10 level of Maths and English is recommended.

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

FYI reference only - 2015 1st Year cost $588.
2015 2nd Year cost $588.
2016 cost yet to be determined
VCE (VET)

RESIDENTIAL DRAFTING -CERTIFICATE IV (39207QLD)

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

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

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

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

Employment opportunities can include:

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

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

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

Day / Time / Venue
Chisholm, Frankston – Wednesday, 5pm – 9pm (1st year) and Wednesday, 12:30pm – 4:30pm (2nd year)

FYI reference only - 2015 1st Year cost $360.
2015 2nd Year cost $360.
2016 cost yet to be determined
VCE (VET)

RETAIL MAKEUP & SKIN CARE - CERTIFICATE II (SIB20110) (1 Year Duration)

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

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

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

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

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

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

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

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

Day / Time / Venue
Chisholm, Frankston Wednesday, 9am–3:30pm. ALL DAY.

FYI reference only -  2015 1st Year cost $1076.
  2016 cost yet to be determined
VCE (VET)

SPECIALIST MAKEUP
-Diploma (CUF50407)
(Partial Completion) (1 Year Duration)

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

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

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

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

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

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

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

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

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

Day / Time / Venue
Chisholm, Frankston – Friday, 9am – 3:30pm. ALL DAY.

FYI reference only - 2015 1st Year cost $1126.
2016 cost yet to be determined
VCE (VET)

SPORT & RECREATION & OUTDOOR RECREATION
- CERTIFICATE II (SRO20210) Units 1 & 2
- CERTIFICATE II (SIS20310) Units 1 & 2
- CERTIFICATE III (SIS30510) Units 3 & 4)

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

This program is designed to introduce the student to the employment and educational opportunities within the sport and recreation industries. The focus of the program is on developing the skills, knowledge and confidence to work in the area of sport and recreation or outdoor recreation. Students will develop leadership and organisational skills through theory and practical sessions in the classroom, the workplace and on a camp.

Training and Employment Outcomes
Completion of the VCE VET Sport and Recreation program leads to the award of a qualification that articulates to further qualifications within the Sport and Recreation Training packages listed below:

- Outdoor recreation
- Fitness – sport and recreation
- Community recreation
- Sport industry

Structured Workplace Learning (SWL)
SWL is a compulsory component of this program. Students are required to provide their logbook after completion of program as evidence of participation in SWL.

Day / Time / Venue
Chisholm, Frankston – Wednesday, 1pm – 5pm.

FYI reference only -
2015 1st Year cost $620.
2015 2nd Year cost $530.
2016 cost yet to be determined
VCE (VET)

SUSTAINABLE ENERGY
(1 Year Duration)

VCE Units: Up to 435 hours of accredited training for the two years of the program

Program
Sustainable energy technology includes energy efficient building design, promotion of sustainable energy solutions for energy reduction in domestic premises, and carrying out preparatory energy sector work activities. Certificate II in Sustainable Energy develops a broad base of skills including electrical theory, engineering fundamentals, physical science, computing and design, business skills and sustainable energy practices with specialisations in sustainable energy disciplines.

Special Requirements
Students must have completed Year 10 level mathematics and English.
Students are required to have the following at all classes:
• Safety work boots/shoes
• Short/long sleeved shirt (no singlets)
• Chisholm will provide safety glasses

Training and employment outcomes
Successful completion of the Units can lead to:
• Sustainable energy advisory career
• Designer, installer and maintenance worker of sustainable/renewable energy systems
• Niche areas of employment or self employment

Day / Time / Venue
Chisholm Frankston, Wednesday 12:30pm – 5:50pm

FYI reference only - 2015 1st Year cost $300.
2016 cost yet to be determined
VCE (VET)

TELECOMMUNICATIONS – Cabling – CERTIFICATE II (CICT20310)
(1 Year Duration)

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

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

Training and Employment Outcomes

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

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

Year 10 level of Maths and English is recommended.

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

Day / Time / Venue
Chisholm, Frankston – Wednesday, 9am – 3pm or

FYI reference only - 2015 1st Year cost $300.
2016 cost yet to be determined
VCE (VET)

TOURISM - CERTIFICATE III (SIT30112)

VCE Units: Up to 247 hours of accredited training for each year of the program

The course has been designed to meet employment opportunities and provide credit transfer into Cert III in Events and Diploma programs in Tourism, Hospitality and Events. This course is delivered over a 2 year period.

Training and Employment Outcomes

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

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

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

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

Day / Time / Venue
Chisholm, Frankston – Wednesday, 10am – 2:30pm

FYI reference only -  
2015 1st Year cost $426.  
2015 2nd Year cost $480.  
2016 cost yet to be determined
VCE (VET)

VISUAL ARTS
-CERTIFICATE II (CUV20111)
(1 Year Duration)

VCE Units: Up to 360 hours of accredited training for two years of the program.

Program
This course will prepare the student for further study in all visual and creative art fields. The course concentrates on creative thinking, drawing techniques including life drawing and observational drawing, printmaking, intaglio and relief, painting, oil and acrylic, stretcher and surface preparation, sculpture, exploration of many different mediums.

A key feature of the course is the sculptural subject that includes bronze sculpture production and foundry processes.

Special Requirements
Students will be required to have a kit of their own personal art materials and tools to continue projects outside of the class. A suggested kit list will be provided.

Training and employment outcomes
The Certificate in Visual Arts is essential for any student wanting to pursue a career in illustration, creative arts, public art and any art administration role.

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

Day / Time / Venue
Chisholm Frankton – Wednesday 5pm – 9pm

FYI reference only - 2015 1st Year cost $520.
2016 cost yet to be determined
VCE (VET)

WELDING AND FABRICATION – CERTIFICATE II (MEM20105)

Certificate II in Engineering – Production (partial completion)

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

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

**Training and Employment Outcomes**

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

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

**Special Requirements**

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

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

**Structured Workplace Learning**

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

**Day / Time / Venue**

Chisholm, Frankston – Friday, 1pm – 6pm (ALL DAY)

FYI reference only -
- 2015 1st Year cost $476.
- 2015 2nd Year cost $476.
- 2016 cost yet to be determined
All Years - 2016 Subjects to commence: Monday, 23rd November

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