Course Selection Guide

Years 9, 10, 11 & 12

2015
Course Selection Guide 2015

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 either study a VCE Unit 1/2 subject or a scored VET 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 study in 4 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 the College Intranet.

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
# Table of Contents

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 9 and 10 COURSE INFORMATION</strong></td>
<td></td>
</tr>
<tr>
<td>Selecting Subjects at Year 9</td>
<td>4</td>
</tr>
<tr>
<td>Selecting Subjects at Year 10</td>
<td>5</td>
</tr>
<tr>
<td>List of Year 9 and 10 Subjects and Levies</td>
<td>7</td>
</tr>
<tr>
<td>Important Dates to Remember</td>
<td>8</td>
</tr>
<tr>
<td>VCAL Studies</td>
<td>9</td>
</tr>
<tr>
<td>School Based Apprenticeship and Traineeship (SBAT)</td>
<td>9</td>
</tr>
<tr>
<td>Vocational Education and Training (VET)</td>
<td>10</td>
</tr>
<tr>
<td>Year 9 and 10 Subject Descriptions</td>
<td>11-24</td>
</tr>
<tr>
<td>Year 9 and 10 Program Summary</td>
<td>25</td>
</tr>
<tr>
<td><strong>YEARS 11 and 12 COURSE INFORMATION</strong></td>
<td></td>
</tr>
<tr>
<td>What is VCE, VCAL &amp; VET?</td>
<td>26</td>
</tr>
<tr>
<td>Selecting Subjects at Years 11 &amp; 12</td>
<td>29</td>
</tr>
<tr>
<td>VCE Scored and Non Scored Studies</td>
<td>30</td>
</tr>
<tr>
<td>VCAL Studies</td>
<td>31</td>
</tr>
<tr>
<td>Material Costs</td>
<td>33</td>
</tr>
<tr>
<td>Important Dates to Remember</td>
<td>35</td>
</tr>
<tr>
<td>Areas of Learning</td>
<td>36</td>
</tr>
<tr>
<td>VCE Alphabetical Listing of Subjects</td>
<td>39-72</td>
</tr>
<tr>
<td>VCAL Units</td>
<td>73-91</td>
</tr>
<tr>
<td>Vocational Education and Training (VET)</td>
<td>92</td>
</tr>
<tr>
<td>School Based Apprenticeship &amp; Traineeship (SBAT)</td>
<td>93</td>
</tr>
<tr>
<td>VET Alphabetical Listing of Subjects</td>
<td>94-141</td>
</tr>
<tr>
<td>Jumpstart Dates</td>
<td>142</td>
</tr>
<tr>
<td>Useful Websites</td>
<td>142</td>
</tr>
</tbody>
</table>
Selecting Subjects at Year 9

The Year 9 curriculum at Mount Eliza Secondary College is based on a core and elective program. 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 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 core 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 are required to complete an additional 7 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 so will need to study this language throughout Years 9-11.
      ii. a cultural based language elective
      iii. 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.
   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,
      iii. Health and Physical Education,
      iv. 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 Foundation Literacy and Foundation Numeracy as well as develop 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 Foundation Literacy, Foundation 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 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 core 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 are required to complete an additional 5 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 so will need to study this language throughout Years 9-11.
      ii. a cultural based language elective
      iii. 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.

   c. 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. Health and Physical Education,
      iv. 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 must be made by Friday 12th September 2014 to confirm enrolment.

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>SUBJECT NAME</th>
<th>WHICH YEAR LEVEL/S</th>
<th>LEVY</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCAL</td>
<td>Personal Development and Work Related Skills</td>
<td>Year 10</td>
<td>$111</td>
</tr>
<tr>
<td></td>
<td>VET</td>
<td>Year 10</td>
<td>Various</td>
</tr>
<tr>
<td></td>
<td>SBAT</td>
<td>Year 10</td>
<td>Various</td>
</tr>
<tr>
<td>THE ARTS</td>
<td>Art</td>
<td>Years 9 and 10</td>
<td>$104</td>
</tr>
<tr>
<td></td>
<td>Performance Arts (Music, Dance, Drama)</td>
<td>Years 9 and 10</td>
<td>$23</td>
</tr>
<tr>
<td></td>
<td>Sound Engineering</td>
<td>Years 9 and 10</td>
<td>$72</td>
</tr>
<tr>
<td></td>
<td>Visual Communication Design</td>
<td>Years 9 and 10</td>
<td>$104</td>
</tr>
<tr>
<td></td>
<td>VCE Units 1 and 2 Art</td>
<td>Years 10 and 11</td>
<td>$104</td>
</tr>
<tr>
<td></td>
<td>VCE Units 1 and 2 Music Performance</td>
<td>Years 10 and 11</td>
<td>$33</td>
</tr>
<tr>
<td></td>
<td>VCE Units 1 and 2 Media Studies</td>
<td>Years 10 and 11</td>
<td>$98</td>
</tr>
<tr>
<td></td>
<td>VCE Units 1 and 2 Studio Arts</td>
<td>Years 10 and 11</td>
<td>$104</td>
</tr>
<tr>
<td></td>
<td>VCE Units 1 and 2 Visual Communication Design</td>
<td>Years 10 and 11</td>
<td>$104</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>Year 9 Core English Semester 1 and 2</td>
<td>All Year 9s</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>Year 10 English Semester 1 and 2</td>
<td>Year 10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>Year 10 English as a Second Language Semester 1 and 2</td>
<td>Year 10 EAL</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>Between the Lines</td>
<td>Years 9 and 10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>Express Yourself</td>
<td>Years 9 and 10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>Speak Up</td>
<td>Years 9 and 10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>VCE Units 1 and 2 Literature</td>
<td>Years 10 and 11</td>
<td>Nil</td>
</tr>
<tr>
<td>HEALTH AND PHYSICAL EDUCATION</td>
<td>Health Education</td>
<td>Years 9 and 10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>Years 9 and 10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>Outdoor Education – Coastal &amp; Forest</td>
<td>Years 9 and 10</td>
<td>$340</td>
</tr>
<tr>
<td></td>
<td>Outdoor Education – Alpine &amp; River</td>
<td>Years 9 and 10</td>
<td>$420</td>
</tr>
<tr>
<td></td>
<td>VCE Units 1 and 2 Health &amp; Human Development</td>
<td>Years 10 and 11</td>
<td>$21</td>
</tr>
<tr>
<td></td>
<td>VCE Units 1 and 2 Physical Education</td>
<td>Years 10 and 11</td>
<td>$21</td>
</tr>
<tr>
<td></td>
<td>VCE Units 1 and 2 Outdoor Education</td>
<td>Years 10 and 11</td>
<td>$827</td>
</tr>
<tr>
<td>THE HUMANITIES</td>
<td>Economics, Civics and Citizenship</td>
<td>Years 9 and 10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>Years 9 and 10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>Years 9 and 10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>VCE Units 1 and 2 Accounting</td>
<td>Years 10 and 11</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>VCE Units 1 and 2 Business Management</td>
<td>Years 10 and 11</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>VCE Units 1 and 2 Geography</td>
<td>Years 10 and 11</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>VCE Units 1 and 2 History</td>
<td>Years 10 and 11</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>VCE Units 1 and 2 Legal Studies</td>
<td>Years 10 and 11</td>
<td>Nil</td>
</tr>
<tr>
<td>LANGUAGES OTHER THAN ENGLISH</td>
<td>Indonesian Semester 1 and 2</td>
<td>Years 9 and 10</td>
<td>$31</td>
</tr>
<tr>
<td></td>
<td>German Semester 1 and 2</td>
<td>Years 9 and 10</td>
<td>$31</td>
</tr>
<tr>
<td></td>
<td>Chinese First Language Semester 1 and 2</td>
<td>Years 9 and 10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>The Studies of Asia</td>
<td>Years 9 and 10</td>
<td>Nil</td>
</tr>
<tr>
<td>Course</td>
<td>Years</td>
<td>Cost or Nil</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>The Studies of Europe</td>
<td>Years 9 and 10</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td>VCE Units 1 and 2 Chinese First Language</td>
<td>Years 10 and 11</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td>VCE Units 1 and 2 German</td>
<td>Years 10 and 11</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td>VCE Units 1 and 2 Indonesian</td>
<td>Years 10 and 11</td>
<td>Nil</td>
<td></td>
</tr>
</tbody>
</table>

**MATHEMATICS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Years</th>
<th>Cost or Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Mathematics Semester 1 and 2</td>
<td>All year 9s</td>
<td>Nil</td>
</tr>
<tr>
<td>Year 10 Mathematics Semester 1 and 2</td>
<td>Year 10</td>
<td>Nil</td>
</tr>
<tr>
<td>Mathematics English as a Second Language Semester 1 and 2</td>
<td>Year 10 EAL</td>
<td>Nil</td>
</tr>
<tr>
<td>Problem Solving and Logic</td>
<td>Years 9 and 10</td>
<td>Nil</td>
</tr>
<tr>
<td>VCE Units 1 and 2 General Mathematics</td>
<td>Years 10 and 11</td>
<td>Nil</td>
</tr>
<tr>
<td>VCE Units 1 and 2 General Mathematics – Specialist</td>
<td>Years 10 and 11</td>
<td>Nil</td>
</tr>
<tr>
<td>VCE Units 1 and 2 Mathematical Methods</td>
<td>Years 10 and 11</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**SCIENCE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Years</th>
<th>Cost or Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extreme Science</td>
<td>Years 9 and 10</td>
<td>$23</td>
</tr>
<tr>
<td>Forensic Science</td>
<td>Years 9 and 10</td>
<td>$23</td>
</tr>
<tr>
<td>Life Science</td>
<td>Years 9 and 10</td>
<td>$23</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>Years 9 and 10</td>
<td>$23</td>
</tr>
<tr>
<td>VCE Units 1 and 2 Biology</td>
<td>Years 10 and 11</td>
<td>$55</td>
</tr>
<tr>
<td>VCE Units 1 and 2 Chemistry</td>
<td>Years 10 and 11</td>
<td>$33</td>
</tr>
<tr>
<td>VCE Units 1 and 2 Psychology</td>
<td>Years 10 and 11</td>
<td>$28</td>
</tr>
<tr>
<td>VCE Units 1 and 2 Physics</td>
<td>Years 10 and 11</td>
<td>$28</td>
</tr>
</tbody>
</table>

**TECHNOLOGY**

<table>
<thead>
<tr>
<th>Course</th>
<th>Years</th>
<th>Cost or Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Technology</td>
<td>Years 9 and 10</td>
<td>$192</td>
</tr>
<tr>
<td>Industrial Design &amp; Technology – Wood, Metal, Plastics</td>
<td>Years 9 and 10</td>
<td>$122</td>
</tr>
<tr>
<td>Textiles</td>
<td>Years 9 and 10</td>
<td>$96</td>
</tr>
<tr>
<td>VCE Units 1 and 2 Food and Technology</td>
<td>Years 10 and 11</td>
<td>$359</td>
</tr>
<tr>
<td>VCE Units 1 and 2 Product Design and Technology</td>
<td>Years 10 and 11</td>
<td>$109</td>
</tr>
</tbody>
</table>

**INFORMATION AND COMMUNICATIONS TECHNOLOGY**

<table>
<thead>
<tr>
<th>Course</th>
<th>Years</th>
<th>Cost or Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multimedia Authoring</td>
<td>Years 9 and 10</td>
<td>$25</td>
</tr>
<tr>
<td>VCE Units 1 and 2 Information and Communication Technology</td>
<td>Years 10 and 11</td>
<td>$28</td>
</tr>
</tbody>
</table>

**YEAR 9 and 10 IMPORTANT DATES TO REMEMBER**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Careers Expo</td>
<td>Tuesday 6th May</td>
</tr>
<tr>
<td>Year 9 and 10 Introduction to Course Selection and Pathway Assemblies</td>
<td>Monday 12th May</td>
</tr>
<tr>
<td>Year 9 and 10 Subject Expo</td>
<td>Tuesday 20th May</td>
</tr>
<tr>
<td>Year 9 and 10 Course Information Evening</td>
<td>Tuesday 20th May</td>
</tr>
<tr>
<td>Year 9 and 10 Course Counselling Interview Bookings open on Compass</td>
<td>Tuesday 20th May</td>
</tr>
<tr>
<td>Year 9 and 10 Course Selection Website Opens for subject selection</td>
<td>Wednesday 21st May</td>
</tr>
<tr>
<td>Due date for On-line submission of Year 9 and 10 selections</td>
<td>Tuesday 3rd June</td>
</tr>
<tr>
<td>Compass opens for booking Course Counselling Interviews</td>
<td>Wednesday 4th June</td>
</tr>
<tr>
<td>Due date for submitting Course Planning Sheet and Course Selection Print Out to mentor</td>
<td>Wednesday 4th June</td>
</tr>
<tr>
<td>Last day to book Year 9 and 10 Course Counselling Interview Times</td>
<td>Monday 9th June</td>
</tr>
<tr>
<td>Year 9 and 10 Course Counselling Interviews</td>
<td>Tuesday 10th June</td>
</tr>
<tr>
<td>All VET deposits due ($150 non-refundable)</td>
<td>Friday 18th July</td>
</tr>
<tr>
<td>Year 9 and 10 Subject Allocation and Invoice sent home</td>
<td>Monday 4th August</td>
</tr>
<tr>
<td>Year 9 and 10 Booklists available</td>
<td>Friday 5th September</td>
</tr>
<tr>
<td>Year 9 and 10 Fee Payments due</td>
<td>Friday 12th September</td>
</tr>
<tr>
<td>All VET fees due</td>
<td>Friday 12th September</td>
</tr>
</tbody>
</table>
VCAL Studies

Victorian Certificate of Applied Learning (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for Year 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. All VCAL students will study core Literacy subjects dependent on their skill level.

Strand 2 - Numeracy Skills. All VCAL students will study core Numeracy subjects dependent on their skill level.

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: $111

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.

Over 24,000 students were enrolled in VET-in-schools programs in 2013.

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.*

<table>
<thead>
<tr>
<th>VET programs are optional, and they do involve additional costs:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FULL PAYMENT OF VET FEES MUST BE MADE BEFORE STUDENT</strong></td>
</tr>
<tr>
<td><strong>ENROLMENT IS CONFIRMED WITH COURSE PROVIDERS. Where full</strong></td>
</tr>
<tr>
<td><strong>payment is not received by Friday 12th September, an</strong></td>
</tr>
<tr>
<td><strong>alternative program will need to be discussed with relevant</strong></td>
</tr>
<tr>
<td><strong>course counsellors.</strong></td>
</tr>
<tr>
<td><strong>VET Deposit</strong>: A non-refundable deposit of $150 is due by 18th July 2014.</td>
</tr>
<tr>
<td><strong>Final Payment</strong>: Friday 12th September**</td>
</tr>
</tbody>
</table>
CORE and ELECTIVE DESCRIPTIONS

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.

Cost:
Art: A condition of acceptance into this course is payment of a materials charge of approximately $104.00 due by Friday 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.

PERFORMANCE ARTS (MUSIC, DANCE, DRAMA)
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.

In the music component of the coursework students will undertake a practical study designed to develop awareness of all aspects of performance with an emphasis on student organised informal performances of both solo and ensemble works. Students will increase their performance and technical skills by interpreting a range of works that incorporate stylistic diversity. They will identify and analyse musical characteristics associated with particular styles, genres and periods, discussing and justifying their preferences. The study may also include modules from the V.E.T. Music Industry Skills Certificate III course for selected students.

Cost:
Performance Arts: A condition of acceptance into this course is payment of a materials charge of approximately $23.00 due by Friday 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
SOUND ENGINEERING
This study is a practical study. Unit studies focus on the development of primary sound engineering skills in the fields of sound reinforcement commonly referred to as P.A. system work and studio sound engineering, commonly referred to as recording and sound editing. The study also includes modules from the V.E.T. Music Industry Skills Certificate III course.

Cost:
Sound Engineering: A condition of acceptance into this course is payment of a materials charge of approximately $72.00 due by Friday 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.

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.

Cost:
Visual Communication Design: A condition of acceptance into this course is payment of a materials charge of approximately $104.00 due by Friday 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
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.

**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.

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.
HEALTH and PHYSICAL EDUCATION

HEALTH EDUCATION
Health Education will provide students with the opportunity to analyse the factors that shape their individual sense of self and wellbeing. Personal attitudes and beliefs, family, peers, media and stereotypes are just some of the areas which students will delve into. A range of situations where their own or others’ health, wellbeing and/or safety may be at risk will be offered to the students as problem solving exercises. Throughout the semester, students will investigate and implement strategies to enhance the health and wellbeing of themselves and their community.

The impact of prejudice, homophobia, discrimination, harassment and exclusion on the health and wellbeing of the Australians are other key focus areas of this unit. Students will investigate a range of health services and strategies offered by government and non-government agencies 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.

PHYSICAL EDUCATION
In Physical Education, the focus is on providing students with an opportunity to practice and apply movement concepts, coaching strategies and tactics in a range of sporting contexts. Students will investigate coaching styles and develop knowledge of coaching techniques through practical experience. They will also provide feedback to their peers in order to enhance performance in a range of physical activities throughout the semester. 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.

A study of the muscular, skeletal and cardio-respiratory systems is also undertaken. 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. Involvement in both elements of the course is compulsory and will include activities to assist the students in understanding and learning through movement.

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

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 the 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, how waves are formed, weather, water safety, basic surf skills. Students develop their practical skills through:

- Afternoon surf lesson
- 2-day surf camp

During term 2, students complete a 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
Coastal & Forest: A condition of acceptance into this course is payment of a materials charge of approximately $340.00 due by Friday 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.

**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

**Cost:**

Alpine & River: A condition of acceptance into this course is payment of a materials charge of approximately $420.00 due by Friday 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
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 AND 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 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 gives students the opportunity to find out about the rights and responsibilities of young people as their lives become more independent. The subject also examines 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. Students will also investigate “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 will 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.

GEOGRAPHY
Our Geography program offers students the opportunity to actively explore the world of geography in the 21st century inside and outside the classroom. An exciting and innovative real world program, the full course will actively engage and challenge students to take their geospatial and geophysical knowledge and skills to the next level.

Across the entire 9/10 Geography elective program students may undertake studies across the following areas. The study of Current Issues looks at the issues of human survival and how various life styles compare as many populations continue to struggle. The Marine Studies unit will develop students understanding of basic oceanography, the formation of key features of the ocean and the critical influences of tides and currents and their impact on the terrestrial regions of the planet; this study area will also include excursions to study sites, the researching, production and presentation of a report pertaining to a current/future developmental issue and the use of GIS software and mapping tools as part of modern mapping techniques. Our Dynamic Earth will explore how change on a global scale is relative; whilst 100 years might seem long to we humans, it is only a blink of an eye in geological terms. Some forces take billions of years to effect change … but some are almost instant, sudden and devastating.

HISTORY
Exploring and analysing various historical contexts across the 18th, 19th and 20th Centuries, 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 spectacular explosion of globalised technologies, economies and worldwide warfare in the 20th century, to name just a few, 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 living history and innovative historical institutions.

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 regional and world histories; and ultimately, to learn how to use historical knowledge and thinking to better understand the complex world of today – certainly, the past does not repeat itself, but it often rhymes.
LANGUAGES OTHER THAN ENGLISH

In 2015 students may study Language based subjects and/or cultural based subjects.

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.

Language Based Studies

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 or German are 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 their chosen language.

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.

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.

Cost:

German: A condition of acceptance into this course is payment of a materials charge of approximately $31.00 due by Friday 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
INDOONESIAN 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.

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

Cost:
Indonesian: A condition of acceptance into this course is payment of a materials charge of approximately $31.00 due by Friday 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.

Culture Based Studies
The studies of Asia or Europe provide opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community which is ever increasingly becoming smaller with globalisation. Students develop the practical skill of intercultural awareness as well as getting to know and learning to value other human societies and national traditions.

Students will focus on a particular area per unit and the program will include elements of the humanities and languages domains.

THE STUDIES OF ASIA
The Studies of Asia program embeds the study of history, geography, literature, popular culture such as movies and traditional arts of the countries in Asia, namely China, Japan, and Indonesia and their interaction with Australia throughout history and now.

The aim of the unit is to engage students with Australia’s closest neighbours and promote an understanding of the complex but rich cultures of Asia. This unit would complement those undertaking language studies of Chinese and Indonesian or those looking into the world of International Studies and Humanities in the future.

THE STUDIES OF EUROPE
The Studies of Europe program embeds the study of history, geography, literature, popular culture such as movies and traditional arts of the countries in Europe, namely France, Germany, Italy and Spain and their interaction with Australia throughout history and now.

The aim of the unit is to engage students with and promote an understanding of the complex but rich cultures of Western Europe. This unit would complement those undertaking European language studies or those looking into the world of International Studies and Humanities in the future.
PART I

MATHMATICS

YEAR 9 MATHEMATICS SEMESTER 1 AND 2

Year 9 Mathematics is a compulsory course that has been designed in line with the AUSVELS. It provides students with the necessary background and skills to continue their studies in any of the Year 10 Mathematics subjects.

A small number of Year 9 students, who worked well above the expected AUSVEL level in Year 8 Mathematics may be invited to accelerate into the Year 10 Mathematics units. These students would be considering studying Mathematical Methods and Specialist Mathematics at Year 12.

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.

PART II

YEAR 10 MATHEMATICS SEMESTER 1 AND 2

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

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

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 Second Language criteria 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 Casio classpads to aid them in the solution of challenging problems.
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.

Cost:
Extreme Science: A condition of acceptance into this course is payment of a materials charge of approximately $23.00 due by Friday 12th September. Enrolment in this subject is not confirmed unless payment is received by this date

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.

Cost:
Forensic Science: A condition of acceptance into this course is payment of a materials charge of approximately $23.00 due by Friday 12th September. Enrolment in this subject is not confirmed unless payment is received by this date

LIFE SCIENCE
Life science takes a journey through life’s beginnings to future inventions and technologies that modify and enhance nature. This unit explores the science of genetics & inheritance including cells effect, chromosomes, genes, DNA, genetic disorders and genetic engineering and ethical issues such as genetically modified (GM) foods, genetic testing, stem cells, cloning and designer babies, as well as natural selection & evolution. It also includes a study of atomic theory and the Periodic Table, chemical reactions & equations. The unit explores electricity, some robotics and electronics, investigating how these technologies have the potential to radically change human existence. Students will also plan & conduct experiments & investigations in order to test the validity of hypotheses.

Cost:
Life Science: A condition of acceptance into this course is payment of a materials charge of approximately $23.00 due by Friday 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.

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 system, investigating how the brain works to determine our thoughts, feelings and behaviours. They will discover how learning and memory are processed in the brain and learn interesting strategies to improve their memory and problem solving abilities. Students will look at disorders of the brain and nervous system and their impact on the wider community. They will investigate the physics behind how the brain processes colour and light and also the types of machines available to study the brain. Students will look at neurotransmitters, neural impulses and the chemistry
behind how different chemicals and drugs affect the brain. They will study various past psychological experiments, act as researchers to conduct their own experiments and look at the ethics currently surrounding brain research.

**Cost:**
Neuroscience: A condition of acceptance into this course is payment of a materials charge of approximately $23.00 due by Friday 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
FOOD & TECHNOLOGY
Coursework in Food & Technology gives students an opportunity to have hands on experience with a range of ingredients, equipment and preparation and processing techniques.

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

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

There will be theory and practical cooking each week.

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

Cost:
Food & Technology: A condition of acceptance into this course is payment of a materials charge of approximately $192.00 due by Friday 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.

INDUSTRIAL DESIGN & TECHNOLOGY - Wood, Metal & Plastics
Design and technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-life needs and situations. The design and development of quality projects gives students the opportunity to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and produce design projects. All students will learn about the design, production and evaluation of quality designed solutions. They will learn about a range of design processes, the interrelationship of design with other areas of study and the activity of designers over time, across a range of areas. They will critically evaluate their own work and the work of others and will develop project management skills through individual design projects.

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.

Cost:
Industrial Design & Technology: A condition of acceptance into this course is payment of a materials charge of approximately $122.00 due by Friday 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.

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

- In this course you will be given the opportunity to design and construct your own creations both from a recycled garment and from a pattern and your choice of material.
- Research a fashion designer of your choice and investigate their design ideas and garments
- Learn how to read and sew from a pattern to make a garment of your choice.
- Theory and practical sewing are components of this course and all lessons will be hands on using machines and hand sewing techniques.
Cost:
Textiles: A condition of acceptance into this course is payment of a materials charge of approximately $96.00 due by Friday 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.

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

Cost:
Multimedia Authoring: A condition of acceptance into this course is payment of a materials charge of approximately $25.00 due by Friday 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
### MOUNT ELIZA SECONDARY COLLEGE YEAR 9 and 10 CURRICULUM 2015
### 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory Units</strong></td>
<td><strong>English/EAL</strong> (2 semester units)</td>
<td><strong>Mathematics</strong> (2 semester units)</td>
<td><strong>Science</strong> (1 Semester Unit)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **9 and 10 Elective Units** | **English**  
- Express Yourself  
- Between the Lines  
- Speak Up Language Other than English  
- German 1&2  
- Indonesian 1&2  
- Chinese First Language 1&2  
- The Studies of Asia  
- The Studies of Europe | **Mathematics**  
- Problem Solving & Logic | **Science**  
- Extreme Science  
- Forensic Science  
- Life Science  
- Neuroscience | **Economics**  
- Economics, Civics and Citizenship  
Geography  
- Geography  
History  
- History | **Health**  
- Health Education  
Physical Education  
Outdoor & Environmental Studies  
- Coastal and Forest  
- Alpine and River | **The Arts**  
- Art  
- Performance Arts  
- Sound Engineering  
- Visual Communication Design | **Information & Communication Technology**  
- Multimedia Authoring  
Technology  
- Food Technology  
- Industrial Design – Wood, Metal, Plastics  
- Textiles |

Note: Students will also complete 3 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 Year 12, students who have elected to undertake a non-scored VCE 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 undertaking a non-scored VCE pathway will not sit the end of year 12 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% 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 VELS standard’ result in English to undertake VCE Units 1/2 English;
4. The student must have achieved an ‘At the VELS 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 VELS standard’ result in Year 10 subjects relevant to the VCE Units 1/2 subjects they wish to study;
6. 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 2015 each student will be able to access the College Administrative Handbook on the Intranet. The Handbook will contain detailed information about the rules the VCAA, 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 2015 – Date to be advised in early Term 1

Year 12 Parent Information Evening: Term 1 2015 – Date to be advised in early Term 1

**Subject Levies**

Some subjects attract a compulsory materials fee which must be paid by Friday 12th September 2014.
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 2015. 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. All VCAL students will study core Literacy subjects dependent on their skill level.

**Strand 2** - Numeracy Skills. All VCAL students will study core Numeracy subjects dependent on their skill level.

**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:** $111

**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.

Over 24,000 students were enrolled in VET-in-schools programs in 2013.

**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 12th September, an alternative program will need to be discussed with relevant course counsellors.

**VET Deposit:** A non-refundable deposit of $150 is due by 18th July 2014.

**Final Payment:** Friday 12th 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 12th 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 3 and 4 subjects include a levy which will subsidise the cost of students accessing online video lectures 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>$104</td>
<td>$116</td>
</tr>
<tr>
<td>Media Studies</td>
<td>$98</td>
<td>$110</td>
</tr>
<tr>
<td>Music Performance</td>
<td>$33</td>
<td>$45</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>$104</td>
<td>$116</td>
</tr>
<tr>
<td>Visual Communication Design</td>
<td>$104</td>
<td>$116</td>
</tr>
</tbody>
</table>

<p>| English/English as a Second Language (EAL)   | -                                | $32                              |
| Literature                                  | -                                | $12                              |
| Health and Human Development                | $21                              | $53                              |
| Outdoor and Environmental Studies (with possible Additional charges) | $827                             | $839                             |
| Physical Education                          | $21                              | $53                              |
| German as a second language                 | -                                | $12                              |
| Indonesian as a second language             | -                                | $12                              |
| Chinese as a first language                 | -                                | $12                              |
| General / Further Mathematics               | -                                | $44                              |</p>
<table>
<thead>
<tr>
<th>SUBJECT cont’d</th>
<th>Units 1 &amp; 2 Elective Levy Charge</th>
<th>Units 3 &amp; 4 Elective Levy Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematical Methods (CAS)</td>
<td>-</td>
<td>$44</td>
</tr>
<tr>
<td>General Specialist/Specialist Math</td>
<td>-</td>
<td>$44</td>
</tr>
<tr>
<td>Biology</td>
<td>$55</td>
<td>$87</td>
</tr>
<tr>
<td>Chemistry</td>
<td>$33</td>
<td>$65</td>
</tr>
<tr>
<td>Physics</td>
<td>$28</td>
<td>$60</td>
</tr>
<tr>
<td>Psychology</td>
<td>$28</td>
<td>$60</td>
</tr>
<tr>
<td>Accounting</td>
<td>-</td>
<td>$32</td>
</tr>
<tr>
<td>Business Management</td>
<td>-</td>
<td>$32</td>
</tr>
<tr>
<td>Geography</td>
<td>-</td>
<td>$12</td>
</tr>
<tr>
<td>History</td>
<td>-</td>
<td>$32</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>-</td>
<td>$32</td>
</tr>
<tr>
<td>Food Technology</td>
<td>$359</td>
<td>$331</td>
</tr>
<tr>
<td>Information Technology</td>
<td>$28</td>
<td>$40</td>
</tr>
<tr>
<td>Product Design and Technology</td>
<td>$109</td>
<td>$121</td>
</tr>
<tr>
<td>VCAL</td>
<td>$111</td>
<td>$111</td>
</tr>
</tbody>
</table>
# YEAR 11 and 12 IMPORTANT DATES TO REMEMBER

<table>
<thead>
<tr>
<th>EVENT</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Careers Expo</td>
<td>Tuesday 6th May</td>
</tr>
<tr>
<td>Year 11 and 12 Introduction to Course Selection and Pathway Assemblies</td>
<td>Monday 12th May</td>
</tr>
<tr>
<td>Year 11 and 12 Subject Expo</td>
<td>Tuesday 20th May</td>
</tr>
<tr>
<td>Year 11 and 12 Course Information Evening</td>
<td>Tuesday 20th May</td>
</tr>
<tr>
<td>Year 11 and 12 Course Counselling Interview Bookings open on Compass</td>
<td>Tuesday 20th May</td>
</tr>
<tr>
<td>Year 11 and 12 Course Selection Website Opens for subject selection</td>
<td>Wednesday 21st May</td>
</tr>
<tr>
<td>Compass opens for booking Course Counselling Interviews</td>
<td>Wednesday 4th June</td>
</tr>
<tr>
<td>Due Date for On-line submission of Year 11 and 12 selections</td>
<td>Tuesday 3rd June</td>
</tr>
<tr>
<td>Compass opens for booking Course Counselling Interviews</td>
<td>Wednesday 4th June</td>
</tr>
<tr>
<td>Due date for submitting Course Planning Sheet and Course Selection Print Out to mentor</td>
<td>Wednesday 4th June</td>
</tr>
<tr>
<td>Last day to book Year 11 and 12 Course Counselling Interview Times</td>
<td>Monday 9th June</td>
</tr>
<tr>
<td>Year 11 and 12 Course Counselling Interviews</td>
<td>Tuesday 10th June</td>
</tr>
<tr>
<td>All VET deposits due</td>
<td>Friday 18th July</td>
</tr>
<tr>
<td>Year 11 and 12 Subject Allocation and Invoice sent home</td>
<td>Monday 4th August</td>
</tr>
<tr>
<td>Year 11 and 12 Booklists available</td>
<td>Friday 5th September</td>
</tr>
<tr>
<td>Year 11 and 12 Fee Payments Due</td>
<td>Friday 12th September</td>
</tr>
<tr>
<td>All VET fees Due</td>
<td>Friday 12th September</td>
</tr>
</tbody>
</table>
# Areas of Learning

<table>
<thead>
<tr>
<th>VCE Area of Learning</th>
<th>Subjects</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Arts</strong></td>
<td>Art</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Media</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Music Performance</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Studio Arts</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Visual Communication Design</td>
<td>72</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>English/English as a Second Language (EAL)</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Literature</td>
<td>58</td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong></td>
<td>Health &amp; Human Development</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Outdoor &amp; Environmental Studies</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>67</td>
</tr>
<tr>
<td><strong>LOTE (Languages Other Than English)</strong></td>
<td>Chinese – as a first language</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>German – as a second language</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Indonesian – as a second language</td>
<td>53</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>General Information</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>General Mathematics (Units 1 and 2)</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods CAS (Units 1 and 2)</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>General Specialist Mathematics (Units 1 and 2)</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>Further Mathematics (Units 3 and 4)</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods CAS (Units 3 and 4)</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Specialist Mathematics (Units 3 and 4)</td>
<td>63</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Biology</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>70</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>Accounting</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Business Management</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>Legal Studies</td>
<td>56</td>
</tr>
<tr>
<td><strong>Technology Studies</strong></td>
<td>Food &amp; Technology</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>Information &amp; Communication Technology</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>Producer Design &amp; Technology</td>
<td>69</td>
</tr>
</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><strong>VCAL Units</strong></td>
<td></td>
</tr>
<tr>
<td>Literacy Skills – Foundation Reading and Writing</td>
<td>73</td>
</tr>
<tr>
<td>Literacy Skills – Foundation Oral Communication</td>
<td>74</td>
</tr>
<tr>
<td>Literacy Skills – Intermediate Reading and Writing</td>
<td>75</td>
</tr>
<tr>
<td>Literacy Skills – Intermediate Oral Communication</td>
<td>76</td>
</tr>
<tr>
<td>Literacy Skills - Senior Reading and Writing</td>
<td>77</td>
</tr>
<tr>
<td>Literacy Skills - Senior Oral Communication</td>
<td>78</td>
</tr>
<tr>
<td>Numeracy Skills - Foundation</td>
<td>79</td>
</tr>
<tr>
<td>Numeracy Skills - Intermediate</td>
<td>80</td>
</tr>
<tr>
<td>Numeracy Skills - Senior</td>
<td>81</td>
</tr>
<tr>
<td>Advanced Numeracy Skills - Senior</td>
<td>82</td>
</tr>
<tr>
<td>Work Related Skills Foundation Units 1 &amp; 2</td>
<td>83</td>
</tr>
<tr>
<td>Work Related Skills Intermediate Units 1 &amp; 2</td>
<td>84</td>
</tr>
<tr>
<td>Work Related Skills Senior Units 1 &amp; 2</td>
<td>85</td>
</tr>
<tr>
<td>Personal Development Skills Foundation Unit 1</td>
<td>86</td>
</tr>
<tr>
<td>Personal Development Skills Foundation Unit 2</td>
<td>87</td>
</tr>
<tr>
<td>Personal Development Skills Intermediate Unit 1</td>
<td>88</td>
</tr>
<tr>
<td>Personal Development Skills Intermediate Unit 2</td>
<td>89</td>
</tr>
<tr>
<td>Personal Development Skills Senior Unit 1</td>
<td>90</td>
</tr>
<tr>
<td>Personal Development Skills Senior Unit 2</td>
<td>91</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>92</td>
</tr>
<tr>
<td>Acting (Stage) Certificate II</td>
<td>94</td>
</tr>
<tr>
<td>Agriculture Certificate II</td>
<td>95</td>
</tr>
<tr>
<td>Airbrushing Cert II</td>
<td>96</td>
</tr>
<tr>
<td>Animal Studies Cert II</td>
<td>97</td>
</tr>
<tr>
<td>Applied Fashion Design &amp; Technology Certificate II</td>
<td>98</td>
</tr>
<tr>
<td>Automotive Studies – Mech/Paint &amp; Panel Cert II</td>
<td>99</td>
</tr>
<tr>
<td>Automotive Studies - Marine</td>
<td>100</td>
</tr>
<tr>
<td>Beauty Services Certificate III</td>
<td>101</td>
</tr>
<tr>
<td>Building &amp; Construction Certificate II</td>
<td>102</td>
</tr>
<tr>
<td>Business Cert II</td>
<td>103</td>
</tr>
<tr>
<td>Children’s Services Cert III</td>
<td>104</td>
</tr>
<tr>
<td>CISCO</td>
<td>105</td>
</tr>
<tr>
<td>Civil Construction Cert II</td>
<td>106</td>
</tr>
<tr>
<td>Community Services Certificate II</td>
<td>107</td>
</tr>
<tr>
<td>Computer Assembly &amp; Repair Cert II</td>
<td>108</td>
</tr>
<tr>
<td>Conservation &amp; Land Management Cert II</td>
<td>109</td>
</tr>
<tr>
<td>Dance—Certificate II</td>
<td>110</td>
</tr>
<tr>
<td>Electrotechnology Career start Cert II</td>
<td>111</td>
</tr>
<tr>
<td>Engineering Studies Certificate II</td>
<td>112</td>
</tr>
<tr>
<td>Equine Industry Certificate II</td>
<td>113</td>
</tr>
<tr>
<td>Flight Attendant Cert II</td>
<td>114</td>
</tr>
<tr>
<td>Furniture Making Certificate II</td>
<td>115</td>
</tr>
<tr>
<td>Hairdressing Certificate II</td>
<td>116</td>
</tr>
<tr>
<td>Health Services Assistance Cert III</td>
<td>117</td>
</tr>
<tr>
<td>Horticulture Landscaping/Parks &amp; Gardens/Turf / Production</td>
<td>118-121</td>
</tr>
<tr>
<td>Hospitality Cert II</td>
<td>122</td>
</tr>
<tr>
<td>Hospitality (Kitchen Operations) Certificate II</td>
<td>123</td>
</tr>
<tr>
<td>Hospitality (Patisserie Stream) Cert II</td>
<td>124</td>
</tr>
<tr>
<td>Information, Digital Media &amp; Technology (Games Creation) Certificate III</td>
<td>125</td>
</tr>
<tr>
<td>Integrated Technologies Certificate II</td>
<td>126</td>
</tr>
<tr>
<td>Justice Certificate IV</td>
<td>127</td>
</tr>
<tr>
<td>Laboratory Skills Certificate III</td>
<td>128</td>
</tr>
<tr>
<td>Media Cert III</td>
<td>129</td>
</tr>
<tr>
<td>Music Industry (Music Performance) Certificate III</td>
<td>130</td>
</tr>
<tr>
<td>Music Industry (Technical Production) Cert III</td>
<td>131</td>
</tr>
<tr>
<td>Plumbing Cert II</td>
<td>132</td>
</tr>
<tr>
<td>Residential drafting Certificate IV</td>
<td>133</td>
</tr>
<tr>
<td>Retail Makeup &amp; Skin care Cert II</td>
<td>134</td>
</tr>
<tr>
<td>Program</td>
<td>Code</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Specialist Makeup Diploma</td>
<td>135</td>
</tr>
<tr>
<td>Sport &amp; Recreation/Outdoor Rec Cert II/Cert III</td>
<td>136</td>
</tr>
<tr>
<td>Sustainable Energy</td>
<td>137</td>
</tr>
<tr>
<td>Telecommunications – Cabling Cert II</td>
<td>138</td>
</tr>
<tr>
<td>Tourism Certificate III</td>
<td>139</td>
</tr>
<tr>
<td>Visual Arts Certificate II</td>
<td>140</td>
</tr>
<tr>
<td>Welding &amp; Fabrication Cert II</td>
<td>141</td>
</tr>
<tr>
<td><strong>SBAT</strong>&lt;br&gt;School Based Apprenticeship and Training</td>
<td>93</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.

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.

Cost:
Accounting Units 3 & 4: A condition of acceptance into this course is payment of a materials charge of approximately $32.00 due by the 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
This study encourages students to explore ideas and to demonstrate effective working methods and a range of technical skills through personal and independent investigation and experimentation. It emphasises the progressive development of personal concepts and the refinement of skills. The presentation of artworks may be in the form of exploratory visual solutions and/or through more finished artworks.

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

**Structure**

The study is made up of four units.

**Unit 1**

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

**Unit 2**

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

**Unit 3**

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

**Unit 4**

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

**Entry:**

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

**Cost:**

Art Units 1-4: A condition of acceptance into this course is payment of a materials charge of approximately $104.00/$116.00 **due by the 12th September.** Enrolment in this subject is not confirmed unless payment is received by this date.
Biology

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

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

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

Structure

The study is made up of four units:

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

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

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

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

Entry

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

Cost:
Biology Units 1-4: A condition of acceptance into this course for Units 1 – 4 is payment of a materials charge of approx. $54/$64 due by the 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
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.

Cost:
Business Management Units 3 & 4: A condition of acceptance into this course is payment of a materials charge of approximately $32.00 due by the 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
Chemistry

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

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

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

Structure

The study is made up of four units.

Unit 1: The Big Ideas of Chemistry

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

Unit 2: Environmental Chemistry

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

Unit 3: Chemical Pathways

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

Unit 4: Chemistry at Work

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

Entry:

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

Cost:

Chemistry Units 1-4: A condition of acceptance into this course is payment of a materials charge of approx. $33/$65 due by the 12th September. Enrolment in these subjects is not confirmed unless payment is received by this date.
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.

Cost:

Chinese Units 3 and 4: A condition of acceptance into this course for local students is payment of a materials charge of approx. $12 due by the 12th September. Enrolment in these subjects is not confirmed unless payment is received by this date.
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
The focus of this unit is the reading of a range of texts, with comprehension, enjoyment and discrimination, development of competence and confidence in writing, and the use of and response to oral language in different contexts.

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

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

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

Entry:
There are no prerequisites for entry to Units 1 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.

Cost:
English/EAL Units 1-4: A condition of acceptance into this course is payment of a materials charge of approximately $32.00/$12.00 due by the 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
Food and Technology

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

Structure
The study is made up of four units.

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

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

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

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

Cost:
Food Technology Units 1-4: A condition of acceptance into this course is payment of a materials charge approx. $359.00/$331.00 due by the 12th September. Students provide their own ingredients for SAT production. Enrolment in this subject is not confirmed unless payment is received by this date.
Geography

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

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

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

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

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

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

Structure

The study is made up of four units:

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

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

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

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

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

Rural and urban environments are dynamic. They can be changed in the long or short term by advances in technology, individual and organisational decisions, as well as by natural and human processes and events. Decisions that affect the management and the sustainability of rural and urban environments and the distribution of rural and urban activities are made by governments, organisations and individuals.

Students must investigate at least two human environments in each area of study. The environments selected for investigation may be the same in each area of study, but one of the environments must be a rural environment and
one an urban environment; one must be from Australia and one must be from another country. Each environment selected for investigation must focus on human geography at two different scales. Decisions that affect the management and the sustainability of rural and urban environments, and the distribution of rural and urban activities are made by governments, organisations and individuals.

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

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

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

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

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

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

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

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

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

Cost:
Geography Units 3 & 4: A condition of acceptance into this course is payment of a materials charge of approximately $12.00 due by the 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
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.

Cost:
German Units 3 & 4: A condition of acceptance into this course is payment of a materials charge of approximately $12.00 due by the 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
Health and Human Development

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

Structure: The study is made up of four units:

Unit 1: The health and development of Australia’s youth
In this unit students develop an understanding of the concepts of health and individual human development. Students develop an understanding of the physical, social, emotional and intellectual changes associated with the developmental stage of youth. They interpret data on the health status of Australia’s youth and develop an understanding of how determinants influence youth health and individual human development. Students explore the importance of nutrition during this lifespan stage and explore the impact of particular health issues on health and individual human development. They develop an understanding of how determinants of health act as risk and/or protective factors in relation to selected health issues. 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 Australians, and analyse reasons for the differences. The role of the United Nations Millennium Development Goals is investigated in relation to achieving sustainable improvements in health status and human development. Students explore the role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development. Students consider strategies designed to promote health and sustainable human development globally, as well as Australia’s contribution to international health programs through DFAT 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.
Cost:

Health and Human Development Units 1-4: A condition of acceptance into this course is payment of a materials charge approx. $21.00/$33.00 due by the 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
History

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies.

It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyse visual, oral and written records.

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

Structure

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

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

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

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

Cost:
History Units 3 & 4: A condition of acceptance into this course is payment of a materials charge of approximately $32.00 due by the 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
Indonesian
(Second Language)

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

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

Structure
The study is made up of four units.

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

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

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

Entry:
Indonesian Second Language is designed for students who do not have an Indonesian background, that is students who have learnt all the Indonesian they know in an Australian school or similar environment. These students will, typically, have studied Indonesian for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must also undertake Unit 3 prior to undertaking Unit 4.

Cost:
Indonesian Units 3 & 4: A condition of acceptance into this course is payment of a materials charge of approximately $12.00 due by the 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
VCE Information Technology focuses on the processing of data and the management of information and information systems.

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

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

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

Unit 2: IT pathways
This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users' needs. Students analyse data from large repositories and manipulate selected data to create visualisations. Students develop skills in using programming or scripting language software and they investigate careers that involve the use of these skills. Working in teams is an important and effective strategy for solving information problems. This strategy is applied in Unit 2 as students solve problems for clients in the community. During Units 1 and 2, students create information solutions including; dynamic online advertisements, database management systems, websites, games and mobile phone applications.

Unit 3: IT applications
The focus of Unit 3 is the World Wide Web and how it supports the information needs of individuals, communities and organisations. Students investigate the design and technical underpinnings of different types of websites that support the varying needs of online communities. Students use web authoring software to create prototype websites for particular online communities, taking into account both technical and non-technical constraints. Students focus on the use of a relational database management system (RDBMS). Students examine techniques used by organisations to acquire data via websites and consider the relationship between how the data is acquired and the structure of an RDBMS. At the practical level, students acquire and apply knowledge and skills in the use of an RDBMS and web design.

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

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

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

Cost:

ICT: 1-4 : A condition of acceptance into this course is payment of a materials charge of approx. $28.00/$40.00 due by the 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
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.

**Cost:**

Legal Studies Units 3 & 4: A condition of acceptance into this course is payment of a materials charge of approximately $32.00 **due by the 12th September**. Enrolment in this subject is not confirmed unless payment is received by this date.
Literature

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

Structure

The study is made up of 4 units.

Unit 1

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

Unit 2

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

Unit 3 and 4

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

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

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.

Cost:

Literature Units 3 & 4: A condition of acceptance into this course is payment of a materials charge of approximately $12.00 due by the 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
Mathematics

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

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

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

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

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

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

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

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

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

Mathematical Methods CAS

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

Entry:
Enter to this subject is based on demonstrated performance; Students who wish to enroll in Mathematical Methods must have achieved a “B” result or higher (ie. VELS “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 General Mathematics Specialist Units 1 and 2.
**General - Specialist Mathematics**

**Units 1 and 2:**

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

**Entry:**

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

**Pathway:**

General 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 General Mathematics Specialist Units 1 and 2 (VCAA Study Design page 10).
Further Mathematics

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

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

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

Cost:
Further Mathematics Units 3 & 4: A condition of acceptance into this course is payment of a materials charge of approximately $44.00 due by the 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.

Mathematical Methods CAS

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

Entry:
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 General Mathematics Specialist Units 1 and 2 (VCAA Study Design page 10).

Cost:
Mathematical Methods Units 3 & 4: A condition of acceptance into this course is payment of a materials charge of approximately $44.00 due by the 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
Specialist Mathematics

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

Entry:
Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3 and 4. In all but the most exceptional circumstances students must successfully complete Units 1 and 2 of General Specialist Mathematics in Year 11 (VCAA study design page 10).

Cost:
Specialist Mathematics Units 3 & 4: A condition of acceptance into this course is payment of a materials charge of approximately $44.00 due by the 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
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.

Cost:
Media Units 1-4: A condition of acceptance into this course is payment of a materials charge of approx. $98.00/$110.00 due by the 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
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.

Cost:
Music Performance Units 1–4: A condition of acceptance into this course is payment of a materials charge of approx. $33.00/$45.00 due by the 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
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.

Students wishing to study Units 3 and 4 Outdoor Education must do so whilst in Year 11. This subject is not offered to Year 12 students.

Unit 1: Motivations for 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.

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. In this unit 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.

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.

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.

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

Cost:
Outdoor & Environmental Studies 1 - 4: A condition of acceptance into this course is payment of a materials charge of approx. $827.00/$839.00 (with possible additional charges) due by the 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
Physical Education

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

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

Structure
The study is made up of four units:

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

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

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

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

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

Cost:
Physical Education Units 1-4: A condition of acceptance into this course is payment of a materials charge approx. $21.00/$53.00 due by the 12th September Day. Enrolment in this subject is not confirmed unless payment is received by this date.
Physics

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

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

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

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

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

Structure

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

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

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

Entry:

There are no prerequisites for entry to Units 1, 2 and 3, although students are advised to take Unit 2 before Unit 3. Students who enter the study at Unit 3 should be willing to undertake some preparation as specified by their teacher. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Cost:

Physics Units 1-4: A condition of acceptance into this course is payment of a materials charge of $28.00/$60.00 due by the 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
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 redesign an existing product and produce it. Includes research documentation and folio presentation. Safety and manufacturing skills are encompassed in this unit.

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

The College is offering students the opportunity to study Design and Technology under three strands in Units 1 & 2 for 2015: (1) Wood (2) Metal or (3) Textiles.

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

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

Cost:
Product Design and Technology Units 1-4: A condition of acceptance into units 1-4 is payment of a materials charge: Approx. $109/$121 due by the 12th September Enrolment in this subject is not confirmed unless payment is received by this date.
Psychology

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

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

Structure

The study is made up of four units.

Unit 1

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

Unit 2:

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

Unit 3:

On completion of this unit the student should be able to compare theories that explain the neural basis of memory and factors that affect its retention, and evaluate the effectiveness of techniques for improving and manipulating memory.

Unit 4:

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

Entry:

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

Cost:

Psychology Units 1-4: A condition of acceptance into this course is payment of a materials charge of $28.00/$60.00 due by the 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
Studio Arts

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

Structure

The study is made up of four units:

Unit 1: Artistic inspiration and techniques

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

Unit 2: Design exploration and concepts

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

Unit 3: Studio production and professional art practices

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

Unit 4: Studio production and art industry contexts

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

Entry:

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

Cost:

Studio Arts Units 1-4: A condition of acceptance into this course is payment of a materials charge of approx. $104.00/$116.00 due by the 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
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.

Cost:
Visual Communication Design Units 1-4: A condition of acceptance into this course is payment of a materials charge of approx. $104.00/$116.00 due by the 12th September. Enrolment in this subject is not confirmed unless payment is received by this date.
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 communication 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 communications 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 7
Use workplace technology and equipment in accordance with OHS guidelines in a complex work-related project.

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 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 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, 11 or 111 level.

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

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

- 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 2014.

Cost:
The cost of Vocational Education and Training Courses (VET) offered at Mount Eliza Secondary College is subsidised by the DEECD funds provided to the College for running VET courses; some program costs are covered by Mount Eliza Secondary College. The balance of the cost of enrolling in these courses is the responsibility of parents/guardians. Confirmed program costs were not available at the time of printing, however the table below can be used as a guide and costs will be confirmed later in the year when all applicants will be sent a letter outlining details and costs of the VET program they have applied for.

A condition of acceptance into any VET program is payment of the parent contribution charge. A non-refundable deposit of $150.00 is due by Friday, 18th July 2014. Final payment is to be made by the 12th September 2014 to confirm placement, otherwise an alternative program will need to be discussed with relevant counsellors. Places are limited and will be awarded on a first come basis, a waiting list will be kept.
Late enrolments may be accepted if places are available. Full payment will be required before enrolment is confirmed – course confirmation day.

### VET PROGRAM APPROXIMATE COSTS

<table>
<thead>
<tr>
<th>BAND 1</th>
<th>BAND 2</th>
<th>BAND 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>FROM $400+</td>
<td>$500 to $999</td>
<td>$1000 +</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>Acting</td>
<td>Airbrushing</td>
</tr>
<tr>
<td>Beauty Services (Year 2)</td>
<td>Agriculture</td>
<td>Hairdressing</td>
</tr>
<tr>
<td>Bricklaying</td>
<td>Animal Studies</td>
<td>Retail Make-up &amp; Skin Care</td>
</tr>
<tr>
<td>Children’s Services</td>
<td>Applied Fashion Design (Year 1)</td>
<td>Specialist Makeup (full kit)</td>
</tr>
<tr>
<td>CISCO</td>
<td>Applied Fashion Design (Year 2)</td>
<td></td>
</tr>
<tr>
<td>Civil Construction</td>
<td>Beauty Services</td>
<td></td>
</tr>
<tr>
<td>Computer Assembly &amp; Repair</td>
<td>Building &amp; Construction</td>
<td></td>
</tr>
<tr>
<td>Community Services</td>
<td>Business</td>
<td></td>
</tr>
<tr>
<td>Conservation &amp; Land Mgt.</td>
<td>Catering Operations</td>
<td></td>
</tr>
<tr>
<td>Electrotechnology</td>
<td>Childrens Services</td>
<td></td>
</tr>
<tr>
<td>Furniture Making</td>
<td>Dance</td>
<td></td>
</tr>
<tr>
<td>Games Creation</td>
<td>Engineering Studies</td>
<td></td>
</tr>
<tr>
<td>Horticulture</td>
<td>Equine Industry</td>
<td></td>
</tr>
<tr>
<td>Digital Media &amp; Technology (Games)</td>
<td>Financial Services</td>
<td></td>
</tr>
<tr>
<td>Justice</td>
<td>Flight Attendant</td>
<td></td>
</tr>
<tr>
<td>Media</td>
<td>Hairdressing (1 year)</td>
<td></td>
</tr>
<tr>
<td>Patisserie</td>
<td>Health Services Assistance</td>
<td></td>
</tr>
<tr>
<td>Residential Drafting</td>
<td>Hospitality</td>
<td></td>
</tr>
<tr>
<td>Sustainable Energy</td>
<td>Hospitality (Kitchen Operations)</td>
<td></td>
</tr>
<tr>
<td>Telecommunications – Cabling</td>
<td>Hospitality (Kitchen Operations)</td>
<td></td>
</tr>
<tr>
<td>Tourism</td>
<td>Integrated Technology</td>
<td></td>
</tr>
<tr>
<td>Welding &amp; Fabrication</td>
<td>Laboratory Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music Industry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plumbing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specialist Makeup (partial kit)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sport &amp; Outdoor Recreation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual Arts</td>
<td></td>
</tr>
</tbody>
</table>

### SCHOOL BASED APPRENTICESHIP & TRAINEESHIP (SBAT)

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

SBATs are undertaken by VICAL students and usually satisfy the industry related skills strand- VICAL students need to be set up in a SBAT before commencing VICAL 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
VCE (VET)

AGRICULTURE –CERTIFICATE II (RTE20103)

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

Program

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

The course includes the following core units of competency:

- Observe environmental work practices
- Work effectively in the industry
- Participate in workplace communication
- Apply chemicals under supervision
- Follow OHS procedures

A sample of other units may include:

- Install, maintain and repair fencing
- Monitor water supplies
- Care for health and welfare of livestock
- Handle livestock using basic techniques
- Provide first aid

Structured Workplace Learning (SWL)

Structured workplace learning is an important part of any VETiS program and provides:

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

Contribution to the VCE

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

The contribution to the ATAR is as follows:

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

Contribution to the VCAL

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

Day / Time / Venue

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

AIRBRUSHING
-CERTIFICATE II (21724VIC)

Units 1-2 sequence: 2 credits

Program

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

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

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

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

No previous art or drawing experience is required.

Equipment and Materials

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

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

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

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

Pathways to Industry and Employment

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

Contribution to the VCE

Students can complete a Certificate II in Airbrushing as part of their Year 11 studies and get 2 credits.

Day / Time / Venue

Rosebud Secondary College – Wednesday, 12pm – 4pm.
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.
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)
VCE (VET)

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

Units I-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
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
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
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; Foremansion; 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
VCE (VET)

BUSINESS
-CERTIFICATE 11 (BSB20107)

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

Program
The aim of this program are to:

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

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

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

Structured Workplace Learning
Structured workplace learning is an important part of any VETs 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
VCE (VET)

CHILDREN’S SERVICES
-CERTIFICATE III (CHC30708)

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

Program

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

The Certificate trains students for centre-based, out of school hours, family day care and nanny roles, and caring for infants and children up 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)
Carrum Downs – Friday, 9:10am – 1:15pm
VCE (VET)

CISCO
-Certified Network Academy Program

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

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

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

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

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

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

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

CIVIL CONSTRUCTION - CERTIFICATE II (RII20709)

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

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

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

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

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

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

- Safety work boots (steel cap)
- Students will use hard hats from a class set.

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

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

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

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

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

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

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

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

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

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
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.
VCE (VET)

DANCE - CERTIFICATE II (21764VIC)

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

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

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

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

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

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

VCE Contribution: This course does not contribute toward an ATAR.

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

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

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

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

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

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

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

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

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

ENGINEERING STUDIES - CERTIFICATE II (22019VIC)

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

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

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

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

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

Special Requirements
Coveralls
Safety footwear/Blundstone boots
Students need to realise that they will be required to undertake 80 hours of SWL each year. This SWL will need to be partially, if not totally, undertaken during school holidays. VCAL – up to 200 hours of accredited training for both first and second years of the program.

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

EQUINE INDUSTRY – CERTIFICATE II (21908VIC)

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

Program
The aim of this program is to provide students with the knowledge and skills to achieve competencies that will enhance their employment prospects in the EQUINE industry.

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

Special Requirements
1. Students do not have to have their own horse. Practical sessions will be conducted at Ayre Hill Equestrian Centre where access to horses is provided. The practical sessions run from 8.30 am to 3.30 pm and are a compulsory part of the program. Students will be expected to catch up on any work missed while they are participating in a practical session.
2. Students will have face to face access to a qualified and experienced trainer on a weekly basis. The program is delivered via workbooks, activities, practical applications and support by internet research and textbook assignments.
3. Purchase of the recommended 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
Hillcrest College – rooms at Mount Eliza Secondary College - Wednesday, 3:30pm – 5pm
VCE (VET)

FLIGHT ATTENDANT - 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 ensure your Flight Attendant application and interview stand out. 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
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 restraint

Year 10 level of Maths and English is recommended.

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

HORTICULTURE (Landscaping) - CERTIFICATE II (RTF20403)

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

Program
This program provides students with accredited training that leads to the award, Certificate II Horticulture (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 (Landscaping) allows students to proceed into the industry as an apprentice in the following area:
- Landscape Construction Training in this area provides transferable skills which are also relevant to apprenticeships in:
  - Parks and Gardens
  - Water Connection and Management
  - Building and Construction

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

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

Day / Time / Venue
Chisholm, Frankston – Friday, 8:30am – 3:30pm (All Day)
VCE (VET)

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

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

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

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

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

- Parks and Gardens
- Turf Management
- Tree Surgery
- Nursery – Retail or Wholesale
- Fruit and Vegetable Production
- Landscape Construction

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

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

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

Day / Time / Venue
Chisholm, Frankston – Friday, 8:30am – 3:30pm (All Day)
VCE (VET)

HORTICULTURE (Production) - CERTIFICATE II (RTF20603)

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

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

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

Training and Employment Outcomes
Completion of the Certificate II in Horticulture (Production) allows students to proceed into the industry as an apprentice in one of the following areas:
• Wholesale Nursery
• Vegetable growing
• Fruit Growing
• Retail Nursery
Training in this area provides transferable skills which are also relevant to further study and employment in the area of Conservation and Land Management.

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

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

Day / Time / Venue
Chisholm, Cranbourne – Friday, 9am – 3:30pm (All Day)
VCE (VET)

HORTICULTURE (Turf) - CERTIFICATE II (RTF20703)

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

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

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

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

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

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

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

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

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

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

Special Requirements
Details of uniform requirements, equipment and textbooks to be purchased by the student will be provided prior to commencement in 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)
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)
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
VCE (VET)

INFORMATION, DIGITAL MEDIA & TECHNOLOGY
(Games Creation)
-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. 2015 – 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.
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.
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.
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 provided with laboratory coat, gown and safety glasses on loan as required.
- Students are required to purchase a laboratory duplicate log record book and permanent marker pen.
- Reference material will be provided in written or electronic format to support student learning.

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

Day / Time / Venue
Chisholm – Wednesday, 1:30pm – 5:30pm
VCE(VET)

MEDIA
-CERTIFICATE III (CUF 30107)

Units 1 – 4: A study score is available for this program and includes an external examination in November.

Program
This course equips students to work as an assistant in the multimedia and design industries.

Training and employment outcomes
Completion of the Certificate III in Media (Multimedia) allows students to proceed into further study that may lead to jobs in the following industries:
- Designer
- Graphic designer
- Multimedia design
- Animator
- Web designer
- Film maker
- Multimedia artist

Special requirements
- Students are required to purchase an external video hard drive of at least 500gb.

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 – Tuesday, 4pm – 9pm (1st year) and Wednesday, 4pm – 9pm (2nd Year)
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, Times to be advised.
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, Times to be advised.
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)
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)
VCE (VET)

RETAIL MAKEUP & SKIN CARE -CERTIFICATE II (SIB20110)

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

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

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

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

SPECIALIST MAKEUP
-Diploma (CUF50407) (partial completion)

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

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

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

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

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

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

Special Requirements

Students are required to wear closed-toe shoes.

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

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

Day / Time / Venue
Chisholm, Frankston – Friday, 9am – 3:30pm. ALL DAY.
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.
VCE (VET)

SUSTAINABLE ENERGY

**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
VCE (VET)

TELECOMMUNICATIONS – Cabling – CERTIFICATE II (CICT20310)

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

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

Training and Employment Outcomes

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

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

Year 10 level of Maths and English is recommended.

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

Day / Time / Venue
Chisholm, Frankston – Wednesday, 9am – 3pm or
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
VCE (VET)

VISUAL ARTS
-CERTIFICATE II (CUV20111)

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 4pm – 9pm
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)
JUMPSTART

All Years - 2015 Subjects to commence: Monday, 24th 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