

ALEXANDRA SECONDARY COLLEGE



LATER YEARS HANDBOOK 2017

PRINCIPAL: Mr. Nigel Lyttle

ASSISTANT PRINCIPAL: Mrs. Sue Malcolm

LATER YEARS COORDINATOR: Mrs Ally Crouch

SCHOOL ADDRESS: Hall Street, Alexandra 3714

TELEPHONE: 5770 2000

FAX: 5772 2049

EMAIL: alexandra.sc@edumail.vic.gov.au

Dear Students and Parents,

This booklet is designed to help both parents and students learn more about Alexandra Secondary College, our curriculum and how our school is structured.

A.S.C. is a school committed to providing its students with the knowledge and outlook they need to meet the challenges of the twenty-first century. It offers its students a broad education in a supportive environment.

We will be conducting interviews with students and parents to assist with the transition and pathway decisions for entering Year 10, Year 11 and Year 12.

Principal
Mr. Nigel Lyttle



Assistant Principal
Ms Sue Malcolm



OFFICE STAFF

Anne Norris

Jan McDonald

Anita Rennie

Sue Dundas (Teacher Support)

TELEPHONE / FAX / E-Mail

General office 03 5770 2000

Fax 03 5772 2049

E-Mail alexandra.sc@edumail.vic.gov.au

E-Mail dundas.suzanne.l@edumail.vic.gov.au

HOUSE SYSTEM:

House Leaders work with students and staff to develop a sense of unity and team-work. House Leaders are in place to assist staff and students to manage discipline and other issues, and to maintain communication between all sections of the community.

The House structure facilitates a strong link between students and staff in a pastoral care situation. Form teachers are responsible for a group of 20 – 25 students from all year levels. They will meet at form assembly every morning, and assist with matters pertaining to the wellbeing of students.

The ultimate aim of the program is to develop a relationship between a staff member and a group of students and their parents that will enhance the positive learning environment and provide strategies for students to cope with the myriad of issues that face them in education today. Other benefits of the House structure include student leadership, role-modelling by senior students and participation in House competitions.

HOUSE LEADERS

CUMMING & LONG

Ally Crouch



BAINBRIDGE

Mark Davies



WEINBERG

Cath Collett

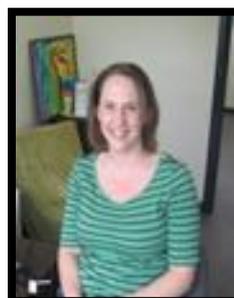


WELFARE TEAM:

Bron (Welfare Coordinator), John (Chaplain) and Sara (School Nurse) can help students work through problems, and link them up with counsellors and psychologists if issues become bigger.



Bronwyn Howell



Sara Watts



John Leary

They run groups for students with similar needs, such as low confidence, anger issues or anxiety, etc. Staff and parents may refer students to them, or students may seek support themselves.

Alexandra Secondary College Acceleration Policy

All year 12 VCE students must undertake 5 unit 3 and 4 sequences or their equivalent regardless of their year 11 course.

Introduction:

Alexandra Secondary College provides widespread opportunities for students to accelerate their studies through the linked year 10 and VCE blocking structures. The intention of acceleration is to provide students with challenge and motivation, in pursuing subjects at a higher level and with a more mature peer group. It also allows students to study a broader range of VCE subjects and to complete VCE unit requirements and VET subjects more easily.

Acceleration is typically done via –

- Year 10 students choosing a VCE 1/2 unit
- Year 10 students choosing a VET unit
- Year 11 students choosing a VCE 3/4 unit

In certain circumstances it also allows:

- A Year 12 student to undertake a tertiary subject.
- A Year 10 student to undertake a VCE 3 / 4 unit of study
- A Year 11 student to mix some Year 10 units with their VCE units
- A Year 12 student to mix some VCE 1/2 units with their VCE 3/4 units.



NB Only in exceptional circumstances will a student be given permission to study two VCE Unit 3 / 4 subjects at year 11.

Selection of students

Students request to undertake acceleration through the normal course selection process. While this normally occurs at the end of the previous year, students may choose to move into acceleration at the end of Semester 1.

To be accepted for acceleration, students must have:

- Demonstrated a consistent homework study habit.
- Demonstrated good skills in the chosen or similar subjects.
- Demonstrated mature behaviour in class.
- Completed an adequate preparation in Year 10, where required.

All students are reviewed on this basis and where the above conditions are not met they are either given a short time to rectify the situation, or counselled into non-acceleration subjects.

Where students have not met the requirements for acceleration, a letter is sent home informing the parents, and offering the opportunity to discuss the matter further.

On-going review of accelerating students

All accelerating students are reviewed after the first month of each semester, with academic progress and classroom endeavor being the main concerns. While the main focus of this review concerns the accelerated subject, progress in all units undertaken by the student will be considered. Where a student is not performing well, the student and parents will be interviewed. If satisfactory improvement cannot be readily agreed upon and implemented, the student will be withdrawn from the accelerated class and re-instated in year level classes.

In addition, student academic performance in Semester 1, in the accelerated subject will be the main factor in allowing enrolment in the Semester 2 unit.

Victorian Certificate of Applied Learning (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is a 'hands-on' option for students in Years 11 and 12. In 2017 we will again offer the VCAL Foundation Certificate to Year 10 students. Whilst students may not be able to be awarded the Certificate formally in Year 10, it will offer them a "hands on" course with the possibility of being awarded the certificate upon meeting age requirements, or in Year 11. Entry to all VCAL courses is through compulsory interviews between students, parents and staff. Students may only undertake a VCAL course with College approval.

As with VCE, the VCAL certificate is a recognised senior secondary qualification. Unlike VCE, which is widely used by students as a pathway to university, VCAL focuses on 'hands-on learning'. Students who choose to undertake the VCAL course are most likely to have identified a pathway that comprises TAFE training, undertaking an apprenticeship, or entering permanent full-time employment following completion of Year 11 or 12.

The VCAL certificate is comprised of four compulsory strands:

- Literacy and Numeracy Skills strand
- Work Related Skills strand (WRS)
- Industry Specific Skills strand
- Personal Development skills strand (PDS)

(Both the PDS and WRS form the VCAL timetabled subject at ASC)

Students will also be required to select another subject from a particular block on our timetable. It is the student's responsibility to organise a work placement. The College will provide assistance where possible. Work placements should be organised in advance; it is never too soon to start organising it.

Year 10

GENERAL INFORMATION

This handbook has been prepared to assist students and parents to plan courses and to select appropriate subjects. It should be read carefully and students should seek advice from teachers and parents before making final choices.

The central aspects of the Year 10 Program are:

- Students choose subjects, which are of semester length.
- These semester length units provide students with greater choice and with short-term goals. consequently, motivation is enhanced.
- English, Mathematics, Work Skills, Traffic Safety, Health and Life Skills are compulsory.

STRUCTURE OF UNITS

The majority of units are studied for 5 periods per week and run for a semester.

Year 10 has been designed to allow students a greater degree of specialisation. Students are required to complete the following program:

English	2 units (one in each semester.)
Maths	2 units (one in each semester.)
Work Skills/ Traffic Safety/Health	4 periods per week for 1/ 3 year each (13 weeks per area)
Life Skills	1 period each week
Electives	6 units no more than 2 choices from any single Key Learning Area.

YEAR 10 WORKSKILLS/TRAFFIC SAFETY/HEALTH EDUCATION

Year 10 students study 3 Periods of Health and Traffic for 1 Semester. They also study Lifeskills and Workskills which is a combined subject for 2 periods each week.

Workskills offers a framework for students to guide and capture all aspects of their career development, including self-assessment, goal-setting, skills identification, career interests, educational transition, getting and keeping work, and lifelong professional development. They will also participate in work experience, occupational health and safety training, mock interviews, visits to industry workplaces, career workshops, visits to tertiary and further training institutions and other career related activities.

Traffic Safety incorporates car driver education, Keys Please and general defensive driving practice.

Health Education looks at health and well being issues pertinent to young adults.

PLANNING AND SELECTING YOUR COURSE OF STUDY

Along with this booklet you will also receive a Course Selection Sheet. Follow the directions on the sheet and list your preferences.

From these preferences we will develop the timetable blocks. It is essential that you list your choices carefully.

Units will run based on student numbers. In most cases students are able to get their choices according to their preference.

All Course Selection forms are to be handed back to your Form Advocate by:

FRIDAY 5th AUGUST

NB: If your selection sheet is submitted after this date, it may result in you not getting the units of your choice!



VCE/VET UNITS

A Year 10 student may study a VCE or VET unit provided the student satisfies the requirements of the college's acceleration policy. This will be checked by the college and discussed with the student if he/she does not meet the requirements.

Students wishing to undertake a VCE or VET study next year should indicate their preferred study on the selection form. Students should still select a full Year 10 course in case they do not get their VCE/VET selection.

SUBJECTS ON OFFER FOR YEAR 10 STUDENTS IN 2017.

ARTS

Studio Arts: Combining 2D and 3D

Visual Communication (Graphics)

Music

Drama

ENGLISH

Year 10 Core English (Compulsory)

Literature (Elective)

HEALTH AND PHYSICAL EDUCATION

Physical Education

Recreation

HUMANITIES

History/Geography

ABLE- Accounting/Business

Legal/ Economics

SCIENCE

Science 101

Science 102

LANGUAGES.

Indonesian – Semester 1

Indonesian – Semester 2

Japanese –Semester 1

Japanese –Semester 2

Any student wishing to study another language besides Indonesian or Japanese needs to speak to the Later Years Coordinator.

MATHEMATICS

Year 10 Mainstream Mathematics.

Foundation Mathematics

TECHNOLOGY

Food For Life

Computer Applications

VCAL

ARTS

The following subjects prepare students for these Pathways in VCE:

- Studio Arts
- Visual Communication and Design.
- Music

STUDIO ART

"The world of reality has its limits; the world of imagination is boundless."

Jean-Jacques Rousseau

You will explore 2 dimensional and 3 dimensional art processes:

3D Art component:

- Explore creative, individual responses to work requirements using the design process.
- Explore, investigate and research three-Dimensional (3D) work of different cultures from traditional and contemporary artists to generate and develop ideas for making 3D artworks.
- Plan and present 3D works in a variety of formats.
- Identify, analyse and interpret 3D art works and discuss your responses to these works.
- Explore a range of 3D art forms and develop skills in using a variety of media and materials.

2D Art component:

- Explore, manipulate, develop and use art elements, skills, techniques and processes to produce art works in a range of styles and media.
- Plan, develop, document, select and modify ideas, techniques and processes.
- Present visual art works in response to particular ideas/stimuli.
- Research, analyse and interpret art works. Use appropriate art terminology when discussing your own and others' art work.
- Explore, identify, describe and understand art works from different social, cultural and historical contexts.

Students who intend to pursue Studio Arts in VCE are strongly advised to take this unit in Year 10.



VISUAL COMMUNICATION (GRAPHICS)

"Good design is all about making other designers feel like idiots because that idea wasn't theirs."

Frank Chimero.

Visual Communication is about bringing your imagination to life. Learn the skills to help set your imagination free and design the future!

This course is designed to enable students to learn:

- To develop skills in making and presenting visual communications for a specific purpose/audience.
- To explore themes, ideas and issues in the development of ideas.
- To understand the cyclical nature of the design process.
- To construct and work to a design brief.
- Technical skills in the presentation of final products.
- To research and analyse visual communications and designers.
- A range of computer graphics programs
- Illustration and manual drawing skills including technical drawing conventions to Australian Standards.
- To THINK!

Students who intend to pursue Visual Communications in VCE are strongly advised to take this unit.

DRAMA

The study of Drama focuses on the creation and performance of characters, narratives and stories.

Students draw on a range of content and use role and expressive skills to create and present dramatic works. They analyse the development of their performances and explore relationship. Students develop an understanding of dramatic elements, stagecraft and theatrical conventions appropriate to performance styles from a range of cultural contexts.

Students develop an appreciation of drama as an art form through participation, criticism and aesthetic understanding. The study of drama provides students with pathways to further studies in fields such as acting, direction, playwriting, production design, production management and studies in drama criticism.



MUSIC

Are you a singer? An instrumentalist? Are you looking for a more creative and challenging musical life? THEN THIS IS THE COURSE FOR YOU!

This course will give you a more specialized approach to your musical interests and prepare your way should you wish to undertake VCE Music.

If you take the plunge:

- You will play in ensemble groups of various blends and sizes,
- You will learn new and innovative ways to create music,
- You will develop better listening skills,
- You will learn to make informed musical judgements,
- You will have opportunities to push musical boundaries and discover new and wonderful things about yourself and the music you play.

ENGLISH

MINIMUM REQUIREMENTS:

All students in Year 10 will complete 2 units of core English.

Literature may be chosen as an elective.

The following subjects prepare students for these Pathways in VCE: English and English Literature:

YEAR 10 CORE ENGLISH

Having a sound grasp of English is essential for all students no matter what vocation or study they choose to follow. In Year 10 the aim is to help students develop their skills in preparation for the world of work and further study. Students further develop their abilities in analysing a wide variety of: films, novels, newspapers, plays and poetry. In preparation for further study there is an emphasis on developing strong essay writing skills and a greater focus on persuasive language techniques and strategies which are a major component of the VCE course and essential for navigating the complexities of 21st century life.

LITERATURE

The Literature classroom is a passionate and vibrant place, where discussion and debate are highly valued. The study of Literature aims to develop an appreciation and enjoyment for a variety of texts including: novels, plays, films and poems, drawing from the classics. It aims to enrich students' ability to debate and respond to literature from various cultures, genres and eras.

Literature immerses students in an environment which is rich in language, ideas and philosophies. It seeks to broaden students' understanding of the world, humanity and the complexities of human existence. Students will develop their own writing as they analyse the structures, features and language conventions authors use to construct meaning. Literature can enhance students' thought processes, maturity and understanding of others. All these skills are transferable across other subjects and help create lifelong learners. This subject provides students with a solid understanding of the components of VCE Literature.

HEALTH & PHYSICAL EDUCATION

These units lead to the following VCE Pathways:

- Health and Human Development
- Physical Education
- VET Sport & Recreation

AIMS:

To learn and improve basic skills and develop an awareness and knowledge of safety procedures in a variety of sports and recreational activities.

To progress students' personal fitness, relate physical activity and fitness to body functions and develop an awareness of the relationship between physical activity and a positive self-concept.

To provide students with health information to assist in positive decision making.

Students will be assessed on interpersonal skills, strategic thinking, health knowledge and physical capability.

PHYSICAL EDUCATION

Students improve skills, learn rules and develop strategies in a selection from but not limited to the following topics: Aquatics, Dance, Softball/ Baseball, Badminton, Racquet Ball, Volleyball, Squash, Tennis, Hockey - indoor and outdoor, Cricket-indoor and outdoor, Golf, Soft Lacrosse, Gymnastics, Athletics, Football codes and Ultimate.

RECREATION

Students will experience a variety of recreational activities, developing skills in a selection of the following: Initiative activities, Clay Target Shooting, Swimming, Golf, Lawn Bowls, Archery, Rock Climbing, X-Country Skiing, Rafting, and Mountain Bike Riding, C.P.R. A selection of these activities will run depending on the season and availability. Some activities will extend beyond the school day and all students are expected to participate. Cost = \$150



HUMANITIES

The study of Humanities expands our outlook on the world and gives us a greater awareness of the issues and values in our society. It provides the skills necessary to have a balanced outlook, in order to better understand the issues affecting us and provide solutions to them

Humanities subjects help prepare students for the following Pathways in VCE:

- History
- Geography
- Legal Studies
- Business Management

ACCOUNTING / BUSINESS / LEGAL / ECONOMICS (ABLE)

This subject is an introduction to 4 subjects which may be offered as Unit 1 and 2 VCE subjects in the following year.

Accounting – cash accounting recording and reporting – both manually and using computer software like Excel and Quickbooks, budgeting, bank reconciliation.

Business – reasons why people set up and continue to operate their own small business learning the skills of an entrepreneur.

Legal – why we have laws, criminal and civil law, the court system, your legal rights.

Economics – share market, managing the economy, Australia in a global world.

HUMANITIES History and Geography (An Integrated Unit)

Would you like to have a better understanding of Australia and our place in the world? If so, then this is the unit for you. Students study Australia's involvement in significant events in the 20th and 21st centuries as well as considering our future from both a geographic and historical perspective.

Specific areas of focus may include World War 2, the Vietnam War, management strategies to address a human-induced environmental change such as Enhanced Global Warming and Carbon Trading, and Illegal Immigration.

LANGUAGES: INDONESIAN / JAPANESE

- Indonesian and Japanese are intended as whole year subjects leading to further Language studies in Units 1, 2, 3 and 4 in VCE.
- It is recommended that 2 units of the relevant Language have been completed in Year 9, although 1 unit is acceptable.
- Students wishing to study any language other than English, Indonesian or Japanese will need to speak with the Later Years Coordinator.

Languages aim to consolidate prior knowledge and develop students' confidence in listening, speaking, reading and writing in the relevant language, particularly for informational or instructional purposes. Communication skills utilising more spontaneous recall of vocabulary with refined pronunciation and fluency skills are employed. More complex grammatical structures are also considered. Students use technology to support their learning.

A heightened understanding of and an appreciation for traditional and contemporary Indonesian or Japanese culture, is incorporated into its respective Language course.

INDONESIAN SEMESTER 1

Topics include:

- * Student Exchange (imagined)
- * Letter Writing
- * Travel
- * Get Well Soon: Body and Health

JAPANESE SEMESTER 1

Topics include:

- * During the Summer Holidays
- * School and Study
- * Shopping
- * My Daily Routines
- * A Letter to a Penfriend

INDONESIAN SEMESTER 2

Topics include:

- * Village Life, City Life
- * Poetry, Songs and Short Stories
- * From the Past to the Present
- * Celebrations and Festivals

JAPANESE SEMESTER 2

Topics include:

- * Exchanging presents
- * Family
- * Let's Go Out
- * Housing



MATHEMATICS

Minimum requirements:

Students at Year 10 will complete 5 periods of Mainstream Mathematics during both Semester 1 & 2.

YEAR 10 MAINSTREAM MATHEMATICS

This course builds on the mathematical skills developed in Year 9, with more emphasis placed on algebraic and graphing skills. It is intended to prepare students with the appropriate skills required for study of General Mathematics, Further Mathematics, Mathematical Methods or Specialist Mathematics in VCE.

The units covered include:

Semester 1

- * Statistics
- * Measurement
- * Indices
- * Scientific Notation and Surds
- * Probability

Semester 2

- * Linear Functions and Graphs
- * Geometry
- * Trigonometry
- * Expanding and Factorising
- * Quadratic Functions

YEAR 10 FOUNDATION MATHEMATICS

This course focuses on mathematics for real life situations and helps students improve their basic numeracy skills. Students at the end of year 9 need to have teacher recommendation to select this course. This course is a pathway towards Year 11 Foundation Mathematics. Students will need to check carefully prerequisites for courses and job requirements as Foundation Mathematics does not lead into year 12 Mathematics.

SCIENCE

SCIENCE REQUIREMENTS:

In Year 10 students may elect to do a maximum of 2 units of Science. Students intending to study Biology and Psychology must complete a minimum of 1 unit of Year 10 Science. However, 2 units of Year 10 Science are strongly recommended.

Year 10 students who elect to study Units 1 and 2 Biology and/or Psychology, will be able to do their Year 10 Science concurrently.

As Year 12 Biology now contains significant amounts of Chemistry it is strongly recommended that students intending to study Year 12 Biology also undertake Units 1 and 2 Chemistry.

Students intending to study Year 11 Physics and/or Chemistry must complete a prerequisite of 2 units of Year 10 Science. It is not recommended for Year 10 students to study Units 1 and 2 Physics and/or Chemistry, whilst concurrently completing Year 10 Science units.

These units lead to the following VCE Pathways:

- Biology
- Chemistry
- Physics
- Psychology

The Year 10 Science Program encourages students to:

- Use scientific method to solve problems.
- Develop safe and accurate practical procedures.
- Develop skills and knowledge central to chemical, biological, earth and physical sciences.

In each unit students spend approximately five weeks on each of the four strands of science: - Chemical Science, Biological Science, Physical Science and Earth and Space Science. The content of the units is different but the method of assessment is the same.

SCIENCE 101.

Offered in Semester 1 and Semester 2

The units covered include:

- Road Science and Rocketry – drivers and the road, physics of motion, forces, building rockets and space travel.
- Splitting the atom – discovery of the atom, Periodic Table, families of elements and electrochemistry.
- STELR Science – global warming and sustainable energies .

SCIENCE 102.

Offered in Semester 2 only and is for students who have already completed Science 101. Students are recommended to complete this if they wish to study Science in VCE.

The unit covered includes:

- Getting into genes - DNA and the genetic code
- The chemical rap - explaining chemical properties and reactions, organic and inorganic substances, nanotechnology.
- High voltage – lightning, electricity, electric circuits, photonics.
- The Mysterious Universe - stars, black holes, satellites, and space probes.



TECHNOLOGY

YEAR 10 FOOD TECHNOLOGY- FOOD FOR LIFE



They will study safe and hygienic food handling practices, applying these in the production of a diverse range of foods. The areas of food classification and how to prepare foods with an understanding of physical and chemical properties will be studied. The emphasis will be on using suitable cooking methods appropriate to the properties of the food, including presentation. Students will be required to pay a fee for consumables used during the semester. Excursions will incur a separate cost.

COMPUTER APPLICATIONS

Students use tools, techniques and processes in order to solve problems efficiently and effectively. When solving problems, students will use software that could include: word-processing, desktop publishing, programming using python, spreadsheet, database, presentation software and web authoring. The aim is to introduce a wide range of programs.



VCE

VCE UNITS OFFERED AT ALEXANDRA SECONDARY COLLEGE – 2017

<u>STUDY AREA</u>	<u>UNITS</u>		<u>SPECIAL NOTES</u>
Biology	1 & 2	3 & 4	Advantageous to have done Unit 2 before 3 & 4
Business Management	1 & 2	3 & 4	
Chemistry	1 & 2	3 & 4	Units 1 & 2 strongly recommended before 3 & 4
English	1 & 2	3 & 4	
English Literature	1 & 2	3 & 4	
Geography	1 & 2	3 & 4	
Health and Human Development	1 & 2	3 & 4	
History	1 & 2	3 & 4	
Legal Studies	1 & 2	3 & 4	
Foundation Mathematics	1 & 2		
Further Mathematics		3 & 4	Units 1 & 2 General Maths are recommended prerequisites
General Mathematics	1 & 2		
Mathematical Methods	1 & 2	3 & 4	Units 1 & 2 are prerequisites for Units 3 & 4
Specialist Mathematics		3 & 4	Must also select Maths Methods 3 & 4
Music	1 & 2	3 & 4	
Physical Education	1 & 2	3 & 4	
Physics	1 & 2	3 & 4	Units 1 & 2 strongly recommended before 3 & 4
Psychology	1 & 2	3 & 4	
Studio Art	1 & 2	3 & 4	
Drama	1 & 2		
Visual Communication	1 & 2	3 & 4	

VCE/VET UNITS

**These subjects have a fee attached to them

Automotive Technology	1 & 2	3 & 4	
** Equine Studies	1 & 2	3 & 4	
Hospitality	1 & 2	3 & 4	
Interactive Digital Media	1 & 2	3 & 4	
Sport and Recreation	1 & 2	3 & 4	
**Building and Construction	1 & 2	3 & 4	
** Hairdressing	1 & 2	3 & 4	
** Makeup / Nail Course	1 & 2		
**Applied Fashion	1 & 2	3 & 4	
**Community Services Assistant	1 & 2		

PLANNING AND SELECTING YOUR COURSE OF STUDY

Along with this booklet you will also receive a Course Selection Sheet. Follow the directions on the sheet and list your preferences.

From these preferences we will develop the timetable blocks. It is essential that you list your choices carefully.

Units will run based on student numbers. In most cases students are able to get their choices according to their preference.

All Course Selection forms are to be handed back to your Form Teacher by:

FRIDAY 5th AUGUST

NB: If your selection sheet is submitted after this date, it may result in you not getting the units of your choice!

SAMPLE PROGRAMS

Here are some sample programs. They are a guide to choosing your course.

Student A has decided that he/she would like to do a course centered on gaining a science degree.

	Common Units	Prerequisite Units			Additional Units	
Year 11 6 Subjects	English 1	Chemistry 1	Physics 1	Maths Methods 1	Biology 1	Legal 1
	English 2	Chemistry 2	Physics 2	Maths Methods 2	Biology 2	Legal 2
Year 12 5 subjects	English 3	Chemistry 3	Physics 3	Maths Methods 3	Specialist Maths 3	
	English 4	Chemistry 4	Physics 4	Maths Methods 4	Specialist Maths 4	

Student B has decided on a VET course in Hospitality.

	Common Units	Prerequisite Units			Additional Units	
Year 11	English 1	Hospitality 1	VET Info Tech	General Maths 1	Business Man. 1	History 1
	English 2	Hospitality 2	VET Info. Tech. 2	General Maths 2	Business Man. 2	History 2
Year 12	English 3	Hospitality 3	VET Info. Tech. 3	Further Maths 3	Business Man. 3	
	English 4	Hospitality 4	VET Info. Tech. 4	Further Maths 4	Business Man. 4	

Student C has no idea at this stage what he/she wants to do. Therefore they are looking for a program that will give them a range of options for the future.

Year11	English 1	General or Methods 1	Business Man. 1	History 1	VET Sport & Rec 1	Studio Art 1
	English 2	General or Methods 2	Business Man. 2	History 2	VET Sport & Rec 2	Studio Art 2
Year12	Literature 3	Further or Methods 3	Business Man. 3	Human Dev. 3	VET Sport & Rec 3	
	Literature 4	Further or Methods 4	Business Man. 4	Human Dev. 4	VET Sport & Rec 4	

2017 VCE COURSE SELECTION

All year 12 VCE students must undertake five Unit 3 and 4 sequences, or their equivalent, selected from the VCE and VCE/VET subjects offered.

We encourage students to seriously consider completing a Unit 3/4 sequence in Year 11 to gain a 6th study for their ATAR (Australian Tertiary Admissions Ranking) scores.

If you have a specific career pathway in mind, ensure that you check for any tertiary prerequisites. If in doubt, the best idea is to meet with the Careers Coordinator to check what subjects you need to do at VCE in order to get into tertiary courses you have in mind. This is important as a wrong choice could jeopardise your tertiary chances.

Remember steps for choosing:

- a) What subjects/areas have I liked?
- b) What subjects do I do well in?
- c) What are the prerequisite subjects for any tertiary course or future employment?
- d) You might not fill in all 2nd preferences but it will help us if your 1st preference does not run.

BIOLOGY

Rationale

VCE Biology enables students to investigate the processes involved in sustaining life at a cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. VCE Biology leads into a range of careers. Branches of Biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science.

Unit 1: How do living things stay alive?

Students are introduced to some of the challenges that organisms face to sustain life. Students investigate adaptations that enhance an organism's survival in a particular environment and consider how homeostatic mechanisms play in maintaining the internal environment. Students explore how organisms function in interconnected communities and explain how these organisms are classified. A student designed practical investigation is undertaken that should be related to the content outlined above.

Unit 2: How is the continuity of life maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the role of stem cells and their potential medicinal use is considered. Students complete a research investigation into an issue related to genetics and/or reproductive science.

Unit 3: How do cells maintain life?

An understanding of the workings of the cell and the capabilities and limitations are explored. Students investigate the properties of the cellular membrane and how substances can pass through it. The role of enzymes, cellular signalling and reactions between antigens and antibodies is researched. A practical investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or 4.

Unit 4: How does life change and respond to challenges over time?

Students investigate the relatedness between species and the impact various change events on a population's gene pool. The concept of evolution is explored and students examine evidence from palaeontology, biogeography, comparative genomics, molecular homology and bioinformatics. Students explore the ethical implications in altering DNA. A practical investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or 4.

Entry and costs

There are no prerequisites for entry to Units 1, 2 and 3. However, the College strongly recommends students have passed Year 9 Science and undertaken two Year 10 Science units. 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.

BUSINESS MANAGEMENT

Rationale

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. The study recognises that there is a range of management theories rather than a single theory of management. Each unit examines some of these theories and, through exposure to real business scenarios and/or direct contact with business, tests them against management in practice.

Unit 1: Small business management

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

Unit 2: Effective communication in business

This unit investigates communication both internal and external to the business. The functions of marketing and public relations are considered with students developing an understanding of the importance that these functions play in the success of a business.

Unit 3: Corporate management and operations management

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

Unit 4: Managing people and change

This unit examines the human resource management practices and processes and the management of change in large-scale organisations in Australia.

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

CHEMISTRY

Rationale

In VCE Chemistry students explore the nature of chemicals and chemical processes. They apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

Students develop a range of inquiry, analytical and communication skills. They analyse contemporary chemistry-related issues and communicate their views from an informed position.

Structure

The study is made up of four units. In all units the design and performance of experiments is important.

Unit 1: How can the diversity of materials be explained?

This unit examines the historical development of, and the relationship between, the Periodic Table and atomic theory. Students also investigate the structure, properties and applications of a wide range of substances and materials. Students will investigate a selected question related to materials and present their findings as a scientific digital poster.

Unit 2: What makes water such a unique chemical?

This unit focuses on the properties of water and the reactions that take place in water. A variety of techniques used to analyse water samples, both in the laboratory and the field, are also introduced. Students will design and conduct a practical investigation into an aspect of water quality and present a report on their findings.

Unit 3: How can chemical processes be designed to optimise efficiency?

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

Unit 4: How are organic compounds categorised, analysed and used?

In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food, living tissues fuels, foods, medicines and many of the materials we use in everyday life. Students will design and conduct a practical investigation into energy and/or food and present their findings as a scientific digital poster.

Entry and costs

There are no prerequisites for entry to Units 1, 2 and 3. However, the College strongly recommends students have passed Year 9 Science and undertaken two Year 10 Science units. 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. There is a small fee for Chemistry to offset some of the costs of laboratory consumables and printing.



ENGLISH LITERATURE

Rationale

Literature involves the study and enjoyment of a wide range of literary texts including classical, popular, modern and cross-cultural.

Unit 1 and Unit 2

These units enable students to develop their reading strategies and explore themes, ideas and writing conventions to understand how authors create meaning in texts. Students begin to use literary terms to closely explore the novels, films, plays and poetry studied.

Unit 3 and 4

Students extend their abilities to critically respond to the literature studied. They further refine their use of literary terminology when commenting on the social, historical and cultural significance of the texts to meet the outcomes specified.



ENGLISH

Rationale: 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.

Unit 1 and Unit 2

Students study and respond to a range of texts. They write in a variety of styles and critically examine the language of the media. They prepare and deliver oral presentations in both formal and informal settings.

Unit 3 and Unit 4

Students focus on developing a more critical response to a variety of texts. They write for various purposes and prepare for a formal oral presentation. These units are a culmination of the skills that the students have been developing across their secondary schooling. They allow students to polish and refine their abilities to meet the outcomes.

GEOGRAPHY

Do you have an interest in the world in which we live? If so you would enjoy Geography. This subject covers aspects such as regions, resources and global phenomena. The knowledge and skills developed in this study have relevance and practical application for your everyday life and will enhance your ability to influence decisions about the environments in which you live.

Unit 1: Hazards and Disasters

Students examine the processes involved with hazards and disasters, such as volcanoes, floods or disease. They consider their causes and investigate how people have responded to these situations to prevent and or reduce their impact.

Unit 2: Tourism

Students investigate the characteristics of tourism, with particular emphasis on where it has developed, how it has changed and continues to change, and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world as a part of their investigations.

Unit 3: Regional resources

1. Use and management of an Australian water resource

2. Use and management of a local resource

Learning Outcomes:

On completion of this unit students should be able to:

1. Analyse the use and management of water within the Murray-Darling Basin region and evaluate its future sustainability.
2. Describe characteristics of a local resource and justify a policy for its future use and management using data collected in the field.

Unit 4

Global perspectives

1. Global phenomena

2. Global responses

Learning Outcomes:

On completion of this unit students should be able to:

1. Evaluate the relative importance of factors that affect changes in human population and one other selected global phenomenon.
2. Compare and evaluate the effectiveness of responses and policies to manage a global phenomenon from a global perspective.

Prerequisites

- There are no prerequisites for entry to Units 1, 2 and 3.
- Students must undertake Unit 3 prior to undertaking Unit 4.
- Students can study Units 3 and 4 without completing Units 1 and 2.

HEALTH & HUMAN DEVELOPMENT

Unit 1 – The Health and development of Australia’s Youth

This unit focuses on the health and individual human development of Australia’s youth. There are many factors that influence health and individual human development of youth, including the importance of nutrition for the provision of energy and growth as well as food behaviours and their impact on youth health and individual human development.

Unit 2 - Individual human development and health issues

In this area of study students develop an understanding of the health and individual human development of Australia’s children. Students investigate how biological and behavioural factors, physical environments and social environments, including the family and community, influence child health and development. Students also gain an understanding of health and individual human development of Australia’s adults, including the elderly.

Unit 3 – Australia’s Health

In this area of study 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 examine different models of health and health promotion, compare health in Australia with other developed countries, and analyse how biological, behavioural and social determinants of health contribute to variations in health status.

Unit 4 – Global Health and Human Development

This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests. It is about expanding people’s choices and enhancing capabilities, having access to knowledge and participating in the life of their community and decisions affecting their lives.

HISTORY

The work of the historian is like a detective, who is trying to decode the evidence about how people live and behave in the past to make meaning of the world today. The ideas, events and people studied encompass a range of human experiences and aspirations for a better future. Students will develop analytical, interpretative and written communication skills that are transferable into the world of work and tertiary study.

Unit 1: Twentieth Century History 1918-1945

This was a time of great change with world war and a major depression. Why did this happen and how did people cope? We consider the way that societies responded to these changes and how they affected people's lives. The main focus is on Germany at the end of World War I, the rise of the Nazis and life in Nazi Germany.

Unit 2: Twentieth Century History 1945-2000

Peace at last! Not for long. The world wars are over but people live in fear of atomic war and communism. We consider some of the major crises and flashpoints in the world after World War II. The main focus is on the Cold War, the Middle East conflicts, the Vietnam War, Civil Rights movement, the rise of terrorism and popular culture movements. Students will look at the ways in which individuals and communities responded to the political, economic, social and technological developments in the last decades of the 20th century and in the early years of the 21st century.

Unit 3: Australian History - Transformations: Colonial society to nation

Over the last two hundred years the history of European settlement in Australia has brought radical changes for the descendants of both the original Aboriginal inhabitants and the incoming colonists. In this unit we explore the transformation of the Port Phillip District (later Victoria) from the 1830s through to the end of the tumultuous gold rush decade in 1860. We then consider the ideas and actions that helped shape the new nation.

Unit 4: Australian History - Transformations: Old certainties and new visions

This unit focuses on one of the crises faced by the new nation: The Great Depression 1929 –1939 or World War Two 1939 –1945. It is then followed by an exploration of the social, economic and political changes in the latter part of the twentieth century that challenged and/or overturned Australian ideals and values.

Prerequisites

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

LEGAL STUDIES

Rationale

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

Unit 1- Criminal law and justice

This unit introduces why we need laws, parliament and law making, criminal law, criminal procedure, role of the police and the courtroom.

Unit 2- Civil law and the law in focus

This unit introduces civil disputes, civil law in action – family and relationships, young people and the law, the role of tribunals and the law in focus.

Unit 3- Law-making

This unit focuses on the Australian parliamentary system, law making through parliament, changing the law, the constitution, the role of courts, and human rights in Australia and the United States.

Unit 4- Dispute resolution

This unit focuses on the court system, criminal and civil procedure, the jury system and the effectiveness of the legal system.

Prerequisites

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

VCE FOOD STUDIES

VCE Food Studies looks at an exploration of food, with an emphasis on extending food knowledge and skills. Students will work on building individual pathways to Health and Wellbeing through an application of practical food skills. Past and present patterns of eating, Australian and global food production systems and the physical and social functions of food are studied over the 4 units.

There will be a cost associated with each unit.

UNIT 1. Food Origins.

Area of study 1. Food around the world. Students will explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world.

Area of study 2. Food in Australia. The student will also be able to describe patterns of change in Australia's food industries and cultures, using indigenous foods and those introduced through migration. They then use these to prepare food products.

Unit 2. Food Makers.

Area of study 1. Food industries. Students will build a description of Australia's major food industries, analysing relationships between food suppliers and consumers, discussing measures that ensure a safe food supply. They design a product that shows use of commercial principles.

Area of study 2. Food in the home. Students explore food production, focussing on domestic and small scale production. Foods will be evaluated and compared in different settings and a product designed that illustrates a potential for a commercial product.

Unit 3. Food in daily life.

Area of study 1. The Science of food. Students explain the processes of eating and digesting food and the absorption of macronutrients, explaining causes and effects of food allergies, intolerances and food contamination. They analyse food selection models, applying principles of food safety.

Area of study 2. Food choice, health and wellbeing. Students will explain the factors affecting food access and choice, analyse the influences that shape and individuals food values, beliefs and behaviours.

Unit 4. Food issues, challenges and futures.

Area of study 1. Environment and ethics. Students explain a range of food systems issues and respond to a selected debate with analysis of problems and proposals for future solutions. Sustainability and ethics are studied. They develop and create a food repertoire that reflects personal food values and goals.

Area of study 2. Navigating food information. Students focus on food information and misinformation and the development of food knowledge, skills and habits. They analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.



MUSIC

UNIT 1

This unit teaches you to become a musician. You will learn to perform in solo and group situations on the instrument/s of your choice. You will undertake training in aural comprehension and learn the language of music through playing, composing and organising musical materials. You will learn about music styles and discover the way you can reproduce those styles in your own playing and composing. When selecting this subject, you will need to undertake, or continue, vocal or instrumental tuition. The college provides group-tuition in woodwind, brass, guitar and bass, percussion and some vocal tuition.

UNIT 2

This Unit further develops the skills in practical music and performance as in Unit 1. Selected works are analysed to enhance performance interpretation and to understand their context, influences, characteristics and styles. This unit also focuses on music theory relevant to performance and used in the analysis of music.

UNIT 3

This unit focuses on developing performance skills in an ensemble context. It includes developing skills in either part-writing OR improvising and knowledge of the processes involved. Aural comprehension and critical listening skills used by ensemble performers are also developed.

In Units 3 and 4 Group Performance, two of the works performed in the end-of-year performance examination are to be selected from the Prescribed List of Arrangements for Group Performance published annually in the *VCE Bulletin*.

UNIT 4

This unit focuses on developing performing skills in interpreting styles and applying a range of technical and artistic techniques to present a program of works in an ensemble context. It involves analysis of strategies and techniques for preparing and presenting ensemble performances. It further develops aural comprehension and critical listening skills used by ensemble performers to prepare and present performances of music in a range of styles. Performance Skill Development and Aural Comprehension continue into Unit 4.

MATHEMATICS

Units 1 and 2: Foundation Mathematics

Foundation Mathematics provides for the continuing mathematical development of students entering VCE/VCAL needing mathematical skills to support their other VCE/ VCAL subjects, including VET studies and who do not intend to undertake Unit 3 and 4 Mathematics.

There is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study.

Units 1 and 2: General Mathematics

General Mathematics provides courses for diverse groups of students and may be implemented in a number of ways. The areas of study are Statistics and Probability, Arithmetic, Functions and Graphs, Algebra, Geometry and Trigonometry.

Units 1 and 2: Mathematical Methods (CAS – Computer Algebra System)

Mathematical Methods unit 1 &2 consist of the following areas of study: Functions and Graphs, Calculus, Algebra and Probability. It is recommended that students completing this course have strong algebraic and graphing skills.

Units 3 and 4: Further Mathematics

Further Mathematics consists of the study of Data Analysis, Recursion and Financial Modelling, Geometry and Trigonometry, Networks and Decision Mathematics.

Units 3 and 4: Mathematical Methods (CAS)

Mathematical Methods Unit 3 and 4 builds on the concepts covered in Units 1 and 2 Mathematical Methods ie Functions and Graphs, Calculus, Algebra and Probability.

Units 3 and 4: Specialist Mathematics

Specialist Mathematics consists of the following areas of study: Coordinate Geometry, Circular (Trigonometric) Functions, Algebra, Calculus, Vectors in two and three dimensions and Mechanics.

Entry

All students are encouraged to seek advice from their Mathematics teacher regarding their selection of mathematics units.

There are no prerequisites for entry to any mathematics Units 1 and 2.

Students wishing to do Units 3 and 4 Mathematical Methods need to have completed Mathematical Methods Units 1 and 2.

Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Unit 3 and 4.

PHYSICAL EDUCATION

Rationale

Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity across their lifespan and to understand the physical, social, emotional and cognitive health benefits of being active. It prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sports science, health science education, recreation sport development and coaching health promotion and related careers. Theory and practice are integrated in this study. The emphasis is on theory. The practical component of the subject complements the theory.

Unit 1 - The human body in motion

This unit examines the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Students evaluate the social, cultural and environmental influences on movement. They investigate sedentary behaviour, overtraining and participation at an elite and recreational level. They also consider a variety of legal and illegal practices and substances used to enhance performance.

Unit 2 – Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. They gain an appreciation of the level of physical activity required for health benefits. They explore a range of factors that influence and facilitate participation in regular physical activity.

Unit 3 – Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.



Unit 4 – Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students design and evaluate an effective training program. This unit examines the factors that enhance performance in physical activity, in particular fitness, training methods & adaptations to exercise.

PHYSICS

Rationale

The study of Physics, by increasing understanding of the physical and social environment, has led to developments which have profoundly influenced the world. This study covers the areas that traditionally are the basis of courses at this level, with an emphasis on the foundation areas of mechanics and electricity. A contextual approach to the study has been adopted so that students appreciate the relevance of physics to the physical, technological and social worlds.

Structure

The study is made up of four units. Units 3 and 4 are designed to be taken as a sequence. The development of practical skills in investigating physical phenomena is an essential part of all units.

Unit 1

Consists of two prescribed areas of study: Electricity and Nuclear Physics; and a third area of study selected from Astronomy, Astrophysics, Investigating Flight, Energy from the Nucleus Sustainable Energy Sources and Medical Physics.

Unit 2

Consists of two prescribed areas of study: Motion and Wave-like Properties of Light; and a third area of study selected from the options in Unit 1.

Unit 3

Consists of two prescribed areas of study: Motion in one and two dimensions; and Electronics and photonics; and a third area of study to be Materials and their use in structures.

Unit 4

Consists of two prescribed areas of study: Electric power and Interactions of light and matter.

Entry and Costs: There are no prerequisites for entry into Units 1, 2 and 3. However, the College strongly recommends students have passed Year 9 Science and undertaken two Year 10 Science units. 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.

There is a small fee for Physics to offset some of the costs of laboratory consumables.

PSYCHOLOGY

Unit 1: How are behaviour and mental processes shaped?

Students will investigate the structure of the brain and how it influences how we think, feel and behave. They will look at how the brain changes as we grow, and what happens if there is an injury to the brain or the brain doesn't develop in the way it should. Students will learn about how our genetics and the environment we grow up in shapes us, leading to the differences between us all. They'll also learn about what mental health is, factors that affect it, and different types of mental illnesses.

Unit 2: How do external factors influence behaviour and mental processes?

In this unit students investigate how their perception of the world around them influences how they interact with the world around them and how their perception can be distorted. They will look at how social thinking affects a person's attitudes, perception of themselves and relationships with others, and explore factors that can influence the behaviour of individuals and groups in areas such as prejudice, discrimination, helping behaviour and bullying.

** Unit 1 & 2 are not prerequisites for Unit 3, but are highly recommended.

Unit 3: How does experience affect behaviour and mental processes?

In this unit students investigate the nervous system to explain how it enables a person to interact with the world around them. They explore how stress can affect a person's psychological functioning and learn about the causes and management of stress. Students investigate how memory works, including the limitations and fallibility of memory and how memory can be improved, and different ways that people learn. These areas can assist students understand their own learning and how to get the most out of it.

** Unit 3 is a prerequisite for Unit 4.

Unit 4: How is wellbeing developed and maintained?

In this unit students learn about what consciousness is, how we measure it, and how changes in levels of consciousness can affect how we think and behave. They look at the role of sleep and the impact that sleep disturbances may have on a person's functioning, as well as ways to improve our sleep quality. Student also look at specific mental health disorders, and how social, biological and psychological factors interact to influence how we cope with the world we live in. They will learn about factors that can lead to mental illnesses, as well as factors that can enhance our mental health.

STUDIO ARTS

Rationale

Studio Arts provides a framework for the establishment of effective art practices through an understanding and application of the process of design. It enables students to specialise in a particular form of studio production. Students generate, explore and communicate ideas through specific studio forms and develop and use specialised skills in a range of media and techniques.

The theoretical component of the study informs students' practice through an investigation of how selected studio forms have developed, an examination of artists' working methods and a study of professional practices and art industry issues.

Unit 1: Artistic inspiration and techniques

The focus of this unit is the investigation of sources of inspiration, which generate creative activity 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 an effective design methodology for the production of art works and develop skills in the analysis of art works.

Unit 3: Studio production and professional practice

The focus of this unit is the implementation of the design process leading to the production of a range of solutions. Students also examine traditional and contemporary practices of artists together with the ways in which artists develop distinctive styles and approaches to subject matter.

Unit 4: Studio production and industry contexts

The focus of this unit is to produce a cohesive folio of finished art works, which resolves the aims and intentions set out in the Exploration Proposal formulated in Unit 3. Students also examine different components of the art industry and issues relating to the public display, 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.

VISUAL COMMUNICATION & DESIGN

Rationale

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices on what they think they need or want. The study provides students with the opportunity to develop an informed, a critical and a discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management.

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 will also be introduced to the visual communication production process.

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 will be explored through analysing the work of others. The visual communication production process will be applied by modifying existing final presentations for specified audiences.

Unit 3: Visual communication practices

The main purpose of this unit is to enable students to apply the visual communication production process to satisfy specific communication needs. Students will investigate the production of visual communications in a professional setting, and evaluate examples of visual communication produced.

Unit 4: Designing to a brief

The main purpose of this unit is to enable students to prepare one brief, and design and produce developmental work and two final presentations based on the brief.

Entry - There are no prerequisites for entry to Units 1, 2 and 3.

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

INTERMEDIATE VCAL Year 11 and SENIOR VCAL Year 12

A VCAL Certificate is the hands-on practical equivalent of a VCE and is an entry level to TAFE, apprenticeship and tertiary education. Work Related Skills, Personal Development Skills, Numeracy Skills, Literacy Skills & Industry Specific Skills are needed to achieve a VCAL Certificate and are integrated throughout a variety of projects, work placements and VET certificates. Students gain an Intermediate VCAL Certificate in Year 11 and a Senior VCAL Certificate in Year 12. All VET subjects receive credit towards a VCE so that students can change into the VCE strand in Year 12 if they so choose.

Work Related Skills requires that you meet a range of outcomes designed to reflect competencies, skills and attributes to enhance your employability. The formalisation of such skills and the gaining of appropriate accreditations are an important addition to student resumes. Work placement, work experience, part-time work, volunteer work & community activities count towards achievement of work related skills. VCAL students attend a work placement every Wednesday.

Personal Development Skills involves demonstration of leadership, teamwork skills, goal-setting and problem solving and recognises learning not recognised within other qualifications. Personal development is based on learning activities such as role plays, case studies, guest speakers, field trips and applied learning. Learning outcomes may include voluntary school or community based projects, land care programs, leadership roles linked to school or sport activities or the completion of accredited certificates.

Industry Specific Skills refers to the achievement of VET (Vocational Education & Training) Certificates nationally recognised by industry. In Year 11 VCAL students study one or two VET subjects from VET Business, Sport & Rec., Auto and Hospitality. VET Certificate II courses provide an entry level into a variety of occupations and units can be used for credit in other trade courses. Year 12 Students may choose another VET subject if they have already achieved their Horticulture Certificate.

Literacy & Numeracy Skills includes VCE Foundation English and a choice of either VCE General Maths, Foundation Maths or Business/Accounting.

ASSESSMENT: PORTFOLIO OF EVIDENCE

The outcomes in all units must be supported by a portfolio of evidence accumulated through project or program participation including journals, logbooks, certificates, photographs, assessments, workplace reports, records of performance of practical tasks and resumes.

Entry - There are no prerequisites for entry into VCAL

VCE/VET: CERTIFICATE II IN EQUINE STUDIES

The program aims to provide a first step in the career path for those who want to be employed in the horse industry.

The program consists of:

- The acquisition of basic knowledge of the horse industry.
- A core of skills, knowledge, attributes and values which can be adapted and developed within a horse stable environment.
- Development of techniques in horse handling, horse health and stable management.

Modules studied include:

Year One

Horse Care, Workplace Communication, Stable Routines, Health & Safety, Horse Gear, Job Seeking Skills, Grooming, Personal Health & Fitness and Horse Features.

Year Two

Health Care, Racing Industry, Feeding, Competition Preparation, Riding/Driving and Horse Principles.

VCE/VET Automotive 22015VIC

The aims of the VCE VET Automotive program are to:

provide students with the skills and ability to achieve competencies which will enhance their employment and further training prospects within the automotive industry provide students with "work ready" knowledge and skills applicable to a variety of career paths in the automotive industry.

Program Structure

The Certificate II in Automotive Technology is a nationally accredited course comprising of a careful selection of units of competence from the Automotive Retail, Service and Repair Training Package, suitable for delivery to students undertaking non employment-based training however it may lead to work placement or a part time apprenticeship/ traineeship.

Unit 1&2

AURC 270103A	Apply safe work practices.	20
VBN 644	Carry out industry research.	40
AURT 270278A	Use and maintain work place tools and equipment.	20
VBN 645	Use and maintain Oxy/Acetylene welding equipment.	30
VBN 646	Use and maintain welding equipment.	40
VBN 651	Dismantle and Assemble four stroke single cylinder engine (petrol).	40
VBN 666	Remove and replace wheel and tyre assemblies.	10
VPAU 209	Participate in basic vehicle servicing.	40

Unit 1&2 course has the total of 240 nominal hours.

Unit 3&4

VBN 652	Dismantle and assemble multi cylinder engine (petrol).	40
VBN670	Remove and replace Alternator.	15
VBN 662	Remove and replace clutch assembly.	20
VBN 648	Remove and refit engine assembly.	20
VBN 659	Dismantle and assemble transmission, manual (conventional).	40
VBN 665	Remove and replace brake assemblies.	20
VBN 674/VBN675	Remove, refit & recharge Batteries.	30
VBN 692	Remove and replace steering assemblies.	20

Unit 3&4 course has the total of 205 nominal hours.



VCE/VET CERTIFICATE II IN HOSPITALITY (OPERATIONS)

Certificate 2 in Hospitality SIT20212

Program Structure: This program is structured to run over 2 years with students completing a total of 16 Modules.

First Year students will complete 11 modules covering core subjects of:

Workplace Hygiene, Provide Responsible Serving of Alcohol, Source and use Information on the Hospitality Industry, Maintain Quality of Perishable items, Working Effectively with Others, Participate in Safe Work Practices, Provide Service to Customers, Use Hospitality Skills Effectively, Interact with Customers, Prepare Simple Dishes, Prepare Sandwiches.

Second Year students will complete 5 modules of:

Prepare and Serve Non-Alcoholic Beverages, Prepare and Serve Espresso Coffee, Serve Food and Beverage, Provide Advice on Food, Process Financial Transactions.

By gaining competencies in the modules students are enhancing their employment prospects within a broad range of Hospitality Industry settings and gaining a recognised National credential.

Student costs are subsidised by the VET program. However, there may be some costs incurred with excursions or camps.

Many of the tasks will be completed on line using and students will be expected to complete modules on line at home. Work placement in the Hospitality area is advised with students keeping a journal of up to 40 hours.

Students will participate in a range of school and community based activities such as the Longest Lunch and a Hospitality camp.

Students will be supplied uniforms and will find this course very "HANDS ON".

VCE/VET: CERTIFICATE III IN MEDIA

(Interactive Digital Media)

The aims of the VET in VCE Digital Media Program are to:

- Provide the skills, knowledge and attitudes for training in interactive multimedia.
- Provide the foundation to enter the industry at entry level and/or proceed to further study.
- Provide skills and knowledge that are highly transferable to other industries.

Program Structure

Modules studied include:

Units 1-2

Develop and extend critical and creative thinking skills, work effectively in the screen and media industries, participate in OHS processes, produce and prepare photo images, used advanced features of computer applications, follow a design process.

Units 3-4

Create 2D digital animations, write content for a range of media, Explore and apply the creative design process in 2D forms, author interactive sequences, prepare video assets, create visual design components.

VCE/VET: CERTIFICATE III IN SPORT AND RECREATION

The VCE VET Sport & Recreation program aims to:

- Provide participants with the knowledge and skills to achieve units of competence that will enhance their employment prospects in sport and recreation or related industries
- Enable participants to gain a recognized credential and make a more informed choice of vocation and career paths

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry in areas such as maintaining grounds and playing surfaces, providing customer service, housekeeping or administrative service. Possible job outcomes for a student with this qualification may include the provision of sport and recreation programs, grounds and facilities maintenance and working in the service industry in locations such as a fitness centre, outdoor sporting ground or aquatic centres.

Entry- You must complete units 1 and 2 before undertaking units 3 and 4.

VCE/VET BUILDING AND CONSTRUCTION

CERTIFICATE II BUILDING AND CONSTRUCTION 22216VIC

Program Structure:

This program is structured to run over 2 years with students completing a total of 16 Modules. These will contribute towards the VCE certificate.

This certificate provides students with the knowledge and skills that will enhance their employment or apprenticeship prospects in the building and construction industry. E.g. carpentry and joinery, furniture and cabinet making. Students will gain this nationally recognised training certificate through a TAFE and a White card certificate (which is compulsory for any one entering a building site).

While there is no cost to students to gain this training there maybe some costs associated with excursions or special projects that students select.

Students need to be aware that there is a commitment to theory and written work that compliments the practical components.

UNITS 1 & 2 Units of Competency are as follows:

- CPCCOHS1001A - Work safety in the construction industry
- VU20955 - Workplace safety and site induction
- VU20971 - Carpentry hand tools
- VU20957 - Calculations for the construction industry
- VU20963 - Safe handling and use of plant and selected portable power tools
- VU20961 – Levelling
- VU20973 - Basic setting out

UNITS 3 & 4 Units of Competency are as follows:

- VU20972 - Carpentry power tools
- VU20962 - Quality principles for the construction industry
- VU20974 - Sub-floor framing
- VU20975 - Wall framing
- VU20977 - External cladding
- VU20958 - Prepare for work in the construction industry

HEALESVILLE LIVING AND LEARNING CENTRE

VCE/VET: CERTIFICATE II IN HAIRDRESSING

Career and job opportunities will open up with the skills gained in this course. Certificate 11 in Hairdressing is the preferred minimum training requirement for Hairdressing apprenticeships and salon employment.

\$200 materials cost

VCE/VET: CERTIFICATE II IN MAKEUP / NAIL TECHNOLOGY

This course is a combination program, designed to give students a diverse range of entry-level skills to offer a beauty salon. It leads to further training in the Hair and Beauty sector.

\$200 materials cost

VCE/VET: CERTIFICATE II IN APPLIED FASHION DESIGN

If you have an interest in fashion design and clothing production, this course will provide you with the necessary skills and pathways into further study and employment in the fashion industry.

\$200 materials cost

GOULBURN OVEN TAFE: SEYMOUR

VCE/VET: CERTIFICATE II IN COMMUNITY SERVICES ASSISTANT

This will lead to careers in Health Community Services including Nursing and Paramedic.

Students must travel to Seymour every Wednesday. This is usually done by the timetabled Fallon's bus service.