



2013

SENIOR SCHOOL HANDBOOK

From the Principal...

Dear Students,

Welcome to the final years of your secondary schooling. This is an exciting time as you prepare for your career pathway beyond school. This handbook will be a key resource for you to use as you begin working with your parents, teachers, careers counsellors and others in putting together a course of study that will lead you to your goals for the future.

By undertaking the Year 10, the Victorian Certificate of Education (VCE or VCE VET) or the Victorian Certificate of Applied Learning (VCAL) or a School Based Apprenticeship and Traineeship at Warragul Regional College you have access to:

- more than 30 VCE accredited studies*
- core studies and a variety of Year 10 units aimed at preparing students for their future pathway.*
- Vocational Education and Training (VET) programs in a range of occupational areas.*
- a caring and supportive environment with extensive student support through Learning Team Leaders, Careers Counsellors and trained counsellors.*
- extensive library resources, a notebook program and access to other ICT facilities in most classrooms and a student common room equipped for study and relaxation.*
- an active Student Union which promotes the interest and needs of students as a group.*
- a team of highly skilled and experienced teachers.*

For those students continuing at Warragul Regional College will be well aware of the success achieved by previous students. Staff are committed to assisting all students to realise their personal goals.

If you are a student from another school or college where your preferred program cannot be provided, visit us to discuss our programs.

At Warragul Regional College we care for individual students by planning courses to meet individual needs. We extend all parents and students an invitation to discuss our role in your future.

Good luck with planning your course for 2013.

*Rob Juratowitch
Principal*

TABLE OF CONTENTS

College Organisation	4
Choosing A Pathway	4
Career Counselling	5
Enrolment Procedure	5
Year 10 Programs	6
Mainstream Year 10.....	6
Foundation VCAL	7
Early Access to VCE	8
Vocational Education	8
Victorian Certificate of Education	9
First Year (Year 11) VCE	9
Second Year (Year 12) VCE	10
Assessment	10
SAC Policy	11
Special Provision	11
.....	
Attendance	12
Reporting	12
VCE Units Offered in 2013	13
Sample VCE Programs	13
Victorian Certificate of Applied Learning	15
Vocational Education & Training	16
School Based Apprenticeships & Training	17
Homework	18
Out of Class Activities	18
.....	
Student Union	18
Student Cars at School	19
Library Services	19
.....	
Notebook Program	19
.....	
Year 10 Core.....	20
Year 10 Electives	22
VCE Units ..	34
VCAL Units.....	48
VET	49
Programs.....	
Glossary	49
.....	

COLLEGE ORGANISATION

Students are placed into Homegroups of about 20-25 students under the care of a Homegroup Teacher. The Homegroup Teacher is the first person responsible for the welfare of students in their group. Students have Homegroup meetings each day where their attendance and uniform is checked and messages are conveyed. An extended Homegroup meeting is held on Thursdays to allow students to participate in sessions to support their senior studies. These include: goal setting, study and revision strategies, organisation, learning styles and planning for the future.

The timetable of WRC is currently arranged in five periods per day over five days. Uniform is compulsory for all students. There is a culture of high expectations and students are strongly encouraged to achieve their personal best in a pathway appropriate for them.

CHOOSING A PATHWAY

Pathway is the word that is used to describe a student's choice in education, training and employment. The process of developing a pathway began in Year 7 and has been closely aligned with student's work on developing personal learning goals and individualising learning.

In the senior years, there are several pathways available to enable every student at Warragul Regional College to select the appropriate one for their personal needs.

Students at this college have several options:

- *The Victorian Certificate of Education (VCE). This is the certificate that most senior students study, particularly those intending to attend university. Year 10 prepares students for VCE through the study of core subjects: English, Mathematics, Physical Education, Industry & Enterprise and HALE as well as choices made for Science and Humanities electives and an additional 5 elective units.*
- *The Victorian Certificate of Applied Learning (VCAL). This is a hands on option for students who are more suited to applied learning. It is ideal for the student who is intending to seek an apprenticeship, traineeship or job. This option is also available for Year 10 students who are seeking a more hands on approach to their learning.*
- *A Vocational Education & Training (VET) programme that can be part of either VCE or VCAL. This Certificate is studied over 2 years. This is ideal for the student who is unsure of their future pathway and helps to keep options open. It is also helps university students to access part time jobs as they will have a formal qualification. Students are encouraged to begin their VET programme in Year 10 as there is a loss of class time at Year 12 if they start in Year 11.*
- *A School Based Apprenticeship and Traineeship (SBAT) where some time is spent at school working towards VCE or VCAL, some with an employer and some time training with a Registered Training Organisation. This pathway is ideal if a student is certain that they want to do an apprenticeship but still stay at school.*

All students will undergo an interview, where they discuss their selected courses and pathway options with a Course Advisor. Parents are encouraged to attend this interview with their student. Interviews are designed to get students thinking about their unit

choices and pathway options as well as a chance to ensure student choices will meet the requirements of their intended pathway.

Year 10 is the final year that student's can use to find out which units they are interested in and which units will help them to achieve their chosen pathway. Your Year 11 & 12 course should take into account future study and career prospects as well as personal interests. You are strongly advised to take a program of related units in VCE.

CAREER COUNSELLING

The College has a well equipped Careers Centre supported by experienced Careers Teachers. Students are encouraged to visit on a regular basis to discuss pathway options and utilise the resources.

The VTAC tertiary entrance guide and TAFE guide are available from the Careers Centre. Students are advised to check the suitability of their unit choices for tertiary/TAFE requirements. Details of VCE/VET/VCAL courses are included in this book.

Career counselling is available by appointment only. Please contact David Stevenson or Sarah Taylor at the Career Centre – phone 5623 9922. Job and Course Explorer (AUS), a computer based facility is available to parents, teachers and students.

ENROLMENT PROCEDURE

All students will undergo a pathway interview to help them select the most appropriate subjects for their intended pathway. At the interview, the course selection sheet can be completed and submitted although more time can be taken if students need to do more research. The final date for submission for 2013 courses will be Wednesday 22nd August 2012.

Interviews for enrolment, pathway & course selection should be arranged through the general office – phone 56239900. Before the interview each student should complete the unit selection sheet to discuss at the interview. Interviews generally take around 15 minutes. Interviews will be as follows:

Monday 13/8 from 9.15am to 4.15pm
Tuesday 14/8 from 8.00am to 6.15pm
Wednesday 15/8 from 9.15 am to 3.45pm
Thursday 16/8 from 9.30am to 4.00pm & 5.00pm to 6.45pm
Friday 17/8 from 8.00am to 3.45pm

For more information regarding the range of pathways, contact (56239900)

VCE&VCAL : Robyn Ridsdale, 10 to 12 Curriculum, Assessment & Reporting
Leader
VET & SBAT: David Stevenson, VET & Careers Coordinator
Careers: Sarah Taylor, Careers Advisor
General: Les Ponton, 10 to 12 Assistant Principal

YEAR 10

Warragul Regional College's Year 10 curriculum focuses on a framework of essential learning which enables students to prepare for their pathway and meet the demands of a modern, globalised world. Students will gain experiences, skills and knowledge based around the key learning domains: English, Mathematics, Science, Humanities, The Arts, Health and Physical Education, Languages and Technology as well as exploring their learning through their own personal and social development.

The Year 10 program combines a core curriculum with several elective choices for all students. Students are encouraged to explore a range of options to help them to determine their future pathway.

YEAR 10 CURRICULUM STRUCTURE SUMMARY

English – 4 periods for the year	Maths – 4 periods for the year
Industry & Enterprise – 2 periods a semester	Physical Education – 2 periods a semester
Science Elective – 4 periods a semester	Humanities Elective – 4 periods a semester
Elective 1 – 4 periods a semester	Elective 2 – 4 periods a semester
Elective 3 – 4 periods a semester	Elective 4 – 4 periods a semester
Elective 5 – 4 periods a semester	Health, Rec & Leisure Ed – 1 period year

NB* Students study Year 10 Maths in ability groupings which are based on recommendations from their Maths teachers and Parents.

ASSESSMENT AND REPORTING

For all studies, assessment will be made on the basis of the successful completion of SACs (school assessed schoolwork), the achievement of learning outcomes and graded assessment of SACs. Students will also be assessed using the Victorian Essential Learning Standards.

Assessment will be communicated to parents via 6 progress reports and 2 semester reports a year. Effectively, this means that students and parents will receive feedback on a student's progress in each subject posted to home every 5 weeks.

The progress reports is a snapshot of a student's progress in a 5 week period and allows students, teachers and parents to identify areas of strength and areas of concern. This then allows students to work on their weaknesses in an effort to improve and prevent unsatisfactory results in each unit. Progress reports are a snapshot of a student's overall progress and not just their academic results.

Two Parent / Teacher / Student evenings in Terms 1 and 3 will also be held to allow parents to discuss their child's progress. Parents are also welcome to contact the college at any time to make arrangements to discuss issues.

ATTENDANCE

As members of the senior school, Year 10 students are expected to follow the same attendance policy. This is outlined further in the handbook under VCE.

FOUNDATION VICTORIAN APPLIED LEARNING CERTIFICATE YEAR 10

Increasingly, schools, TAFE institutes, businesses and local communities are offering a wider range of learning options to meet the individual interests and needs of young people. Some of these options are recognised for the VCE, some for vocational education and training (VET) qualifications and some aren't recognised at all.

The Foundation level of the Victorian Applied Learning Certificate (VCAL) makes it possible for us to develop flexible learning programs that include existing accredited studies / modules leading to a formal qualification. Students who complete Foundation VCAL will receive a Certificate, as well as a Statement of Attainment for all training modules completed at TAFE institutes and other training providers and units completed. It is the basic level of the Victorian Certificate of Applied Learning.

The Foundation VCAL is available at Year 10 to improve students' access to pathways into further education, training and employment. It is an alternative to the core Year 10 program and involvement will not prevent them accessing VCE the following year. VCAL studies will include Literacy and Numeracy Skills, Work Related Skills (including work placement), Industry Specific Skills (a VET certificate or SBAT) and Personal Development Skills. This program does attract a fee – In 2012 it was \$400. The 2012 fees have not yet been set.

Foundation VCAL is not designed for students who think that they want an easy option. Participation in this programme requires a mature and independent attitude towards learning. Students are expected to work to the best of their ability and will not remain in the programme if they cannot fulfil this requirement. They will be expected to organise a work placement and participate in a VET course or organise a School Based Apprenticeship or Traineeship.

For more information about Applied Learning and in particular the Victorian Applied Learning Certificate (VCAL) and VET Certificates, see the sections further on in the handbook.

FOUNDATION CURRICULUM STRUCTURE

7 Core subjects. 1 semester length elective

English (Literacy)	Maths (Numeracy)	Science 1 semester	Work Skills 1 semester	Personal Development	Elective 1 semester	VET / SBAT Course	Work Placement
4 periods	4 periods	2 periods	2 periods	3 periods	4 periods	5 periods	5 periods

NB* Students study Year 10 Maths in ability groupings

EARLY ACCESS TO VCE

All Year 10 students are encouraged to consider early access to VCE units. English, Math Methods, Chemistry and Physics are considered more difficult subjects to access early.

Students should indicate the units they are interested in studying on the Year 10 course selection sheet and should consult with course counsellors and teachers of the relevant subjects when making these decisions.

The advantage of early access to VCE is that students understand how a VCE unit is assessed and it gives them an opportunity to complete a Unit 3 / 4 sequence (Year 12) in Year 11, which then contributes more points to the Tertiary Entry Score (ATAR) at the completion of VCE.

Each VCE unit studied takes the place of 1 elective choice so if a student wishes to study Units 1 & 2, this will equate to 2 elective choices.

EARLY ACCESS TO VOCATIONAL EDUCATION & TRAINING (VET) OR A SCHOOL BASED APPRENTICESHIP & TRAINING (SBAT)

Year 10 students are encouraged to consider early access to a VET Certificate course or SBAT. There are clear advantages to doing so as they are a two year commitment and therefore will be finished before a student is in Year 12. VET/SBAT contributes to a student's VCAL or VCE certificate and is a valuable qualification to either assist in a future vocation or as a means of getting a part time job to support tertiary studies. For a clearer understanding of how VET and SBAT works and the VET certificates offered, see the VET and SBAT sections further in the handbook.

VET / SBAT will be studied on a Wednesday and will take the place of 2 elective choices.

Students must be 15 years of age to access VET.

WORK PLACEMENT

The Work Placement Program is available to students in Year 10, and all students are expected to participate. Students undergo work a one week work placement usually in May. Students are encouraged to manage the organisation of the placement for themselves as a rehearsal for job seeking.

YEAR 11 & 12

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The VCE is a certificate that is taken over a minimum of two years and is the pathway most senior students study. It is well recognised as the traditional secondary school certificate. It provides the pathway to university as well as TAFE and work. Studies are taken over a minimum of two years, ie Year 11 and Year 12. Many students choose to start their certificate in Year 10. The final certificate is awarded at the end of Year 12.

To complete their VCE, students must satisfactorily complete at least 16 units which must include at least:

- *Three units from the English group, with at least one unit at Unit 3 & 4 level.*
- *Three sequences of units 3 & 4 other than English.*

FIRST YEAR VCE STUDENTS 2013 (Year 11)

First year VCE students will need to select a program which meets their needs and the requirements of the two year certificate. Over at least two years, students will attempt up to 24 units, including four units from the English group. The remaining units are the students own choice.

The normal course for a student at WRC is to take twelve level 1 & 2 units in the first year, and ten level 3 & 4 units in the second year. A mixture of unit levels is possible at Year 11 (Units 1 & 2) but level 3 & 4 units must be taken together as a sequence. Students may take longer than two years to complete their VCE without penalty.

Students who have studied a Unit 1 & 2 in Year 10 are encouraged to take up the challenge of completing a Unit 3 & 4 sequence in Year 11. By doing this, students get early experience of what the structure of second year of VCE will be like, as well as achieving additional units for calculation in the ATAR score. Students who are intending to study a unit 3 & 4 sequence are advised to speak to the teacher of that sequence to determine suitability.

Year 11 students have formal classes on Monday, Tuesday, Thursday, Friday and Wednesday morning. On Wednesday afternoon, students have a study period after lunch and are permitted to study at home or at school.

Students who are studying VET will not have timetabled classes on Wednesdays as this will be the day that they are at their training institution.

SECOND YEAR STUDENTS (Year 12)

Second year students must select English 3 & 4 or Literature 3 & 4 plus at least three level 3 & 4 sequences other than English. It is advised that a student, who is interested in Literature, should also be doing English.

The normal course for a student at this college is to attempt at least FOUR sequences at level 3 & 4 and English 3 & 4 or Literature 3 & 4. This increases the opportunity for a higher ATAR and also allows students greater choice at midyear. Students will have 5 study periods per week.

VET studies may also contribute to the ATAR score depending on the study taken.

Second year students must select their courses carefully, as once they are a few weeks into the year, it will be extremely difficult to make changes.

ASSESSMENT

Units 1 and 2 may be completed as single units but Units 3 and 4 must be taken as a sequence.

Each VCE unit uses a set of two to four outcomes for assessment. The award of satisfactory completion of a unit is based on a decision that the student has demonstrated achievement of these outcomes. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks and additional class work designated for the unit.

The College will give grades to designated assessment tasks and exams in units 1 & 2. These grades do not contribute to the overall ATAR score, which is determined solely on a student's achievement in units 3 & 4 sequences. Grades for units 1 & 2 give the student an indication of his/her progress and will be shown in the end of semester report to parents.

The school, in accordance with VCAA's requirements determines satisfactory completion of units. This includes satisfying the attendance requirement.

Assessment of Units 3 and 4

In addition to meeting each unit's outcomes, students' level of achievement for Units 3 and 4 sequences will be graded using school-based assessment and external examinations.

Each study has three or four assessment components, which includes at least one external examination and assessment of Units 3 & 4 coursework. Some studies also have performance or oral examinations or extended assessment of folio / practical work.

SCHOOL ASSESSED COURSEWORK (SAC) POLICY

SAC PREPARATION

Students are expected to be adequately prepared to undertake each SAC. Examples of required SAC preparation are:

- Students must demonstrate learning for each dot point in the study design criteria.
- Students must complete a minimum of coursework prior to sitting the SAC.
- Students must complete a designated SAC preparation task.

If a student does not complete the required preparation tasks, they will not be permitted to sit the SAC. Students who do not complete the required preparation work prior to a SAC must receive a zero for the task. They will still have to complete a task at a future date to receive a satisfactory result for the outcome.

As the SAC date approaches, if the teacher judges that a student is unlikely to complete the required SAC preparation tasks, the teacher must contact the student's parents and notify the Team Leader.

SAC COMPLETION

Students are expected to complete SACs on the nominated date(s). If a student is not able to complete a SAC on the nominated date(s), the following procedures must be followed:

SACs on a single date - If a student is unable to complete a SAC on the nominated date, they must complete a 'SAC at a Later Date' form and submit it to the Year Level Team Leader with evidence to support why they are entitled to special arrangements. If sufficient evidence has been provided (eg. Medical certificate, confirmation of funeral), the student will be permitted to sit the same task or an alternate task determined by the teacher on a date negotiated with the teacher. The task is to be assessed as normal. Students who are not able to provide sufficient evidence will receive a zero score for the SAC, but may still complete the task or an alternate task to gain a satisfactory result for the outcome. Being behind in work, truancy, driving lessons or unexplained absences are not valid reasons for missing a SAC.

SACs over multiple dates – If students miss a class during a multiple session SAC, they are not entitled to make up the time unless they provide sufficient evidence to the Year Level Team Leader to support why they are entitled to special arrangements.

SPECIAL PROVISION

Special Provision is a method of giving second year VCE students consideration in assessments for circumstances which are beyond their control.

Students in this position must speak to the 10 – 12 Curriculum, Assessment & Reporting Leader or the Year 12 Team Leader who will give them further details on how special provision applies to them.

Ways in which special provision can assist is in

- Rescheduling of assessment tasks.
- Setting alternative or substitute tasks.
- Allowing more time to complete tasks.
- Allowing the use of different arrangements to complete an assessment task.

ATTENDANCE

Each unit in VCE prescribes a minimum of 50 hours of class instruction time. For students to meet this, they are expected to attend all classes. Students are permitted to be absent for up to 10 single periods in each unit. Absence from class includes absence caused through any school activity as well as personal or medical absences.

After 10 periods, students will not have met the attendance requirement for each unit and will therefore receive an unsatisfactory result unless they have banked up time in lieu of their absence. This is regardless of their performance in school assessed coursework. Banking time in lieu is achieved through attending after school catch up classes or completing additional work at home.

The expectation is that students are mature enough to handle this process themselves. To assist students to manage their absences they will record missed and banked classes in their student planner. Homegroup teachers will also provide them with a fortnightly absence report. The absence report will also be included with each 5 weekly progress report to allow parents to oversee the process.

Students with long term medical issues need to make arrangements for completion of class work. Long term absences for any reason, make it difficult for a student to complete and have a teacher authenticate their work. This will then make it difficult to satisfy the outcomes for the unit.

REPORTING

Students will receive 6 progress reports and 2 semester reports a year in Year 11 and 5 progress reports, 1 semester report and their final VCE certificate in Year 12. Effectively, this means that students and parents will receive feedback on a student's progress in each subject posted to home every 5 weeks.

The progress reports is a snapshot of a student's progress in a 5 week period and allows students, teachers and parents to identify areas of strength and areas of concern. This then allows students to work on their weaknesses in an effort to improve and prevent unsatisfactory results in each unit.

The semester report is a comprehensive, written report for each unit outlining the grades and results for each outcome for each unit.

The VCE certificate is received in the mail when a student has satisfied the requirements after the 2 year period.

VCE UNITS OFFERED IN 2013

It is expected that classes for most of the units shown in this book will be available at the College in 2013. A unit will be withdrawn if there is insufficient demand to form a viable class. VCE units not offered in regular classes at the College may still be undertaken by a highly dedicated student through Distance Education or through special arrangements with individual teachers.

ENROLMENT IN THE ENGLISH GROUP IS COMPULSORY IN A NORMAL TWO YEAR VCE PROGRAM

- Accounting 1–4
- Agricultural & Horticultural Studies 1–4
- Art (Painting)* 1–4
- Biology 1–4
- Business Management 1–4
- Chemistry 1–4
- Dance 1–4 % (Tuition charge applies)
- Drama 1–4 (Drama ¾ - 2013)
- English 1–4
- Environmental Science 1 - 4
- Food & Technology* 1–4
- Geography 1–4
- Health & Human Development 1–4
- History – 20th Century 1–2
- History – Australian 3–4
- Information Technology 1–2
- Information Technology Applications 3–4
- Legal Studies 1–4
- Literature 1–4
- LOTE – Japanese 1–4
- LOTE – Indonesian 1–4
- Foundation Mathematics 1–2
- General Mathematics 1–2
- General Mathematics (Advanced) 1–2
- Mathematical Methods 1–4
- Further Mathematics 3–4
- Specialist Mathematics 3–4
- Media 1–4*
- Music Performance 1–4
- Physical Education 1–4
- Physics 1–4
- Product Design & Technology (Metal/Wood/Textiles) 1–4
- Psychology 1–4
- Studio Art (Photography)* 1–4
- Theatre Studies 3–4 (2014)
- Visual Communication Design* 1–4
- A VET certificate

NB: Units marked * have an additional course fee to cover material costs.
% - Dance is studied outside school hours, through a Dance school and is organised by the student, not the school

ENHANCEMENT STUDIES

Enhancement Studies are available for capable and eligible second year VCE students in association with Monash University.

VCE STUDIES NOT LISTED ABOVE

Students with particular interest in other VCE studies should discuss them with the 10 – 12 Curriculum, Assessment and Reporting Leader as alternative arrangements may be made. Every effort will be made to assist students in pursuing their interests.

SAMPLE VCE COURSE PROGRAMS

The following are examples groups of units that support specialist careers.

VISUAL ARTS

Unit 1	English	Maths	Art	VCD	Studio Art	Media Or D & T Textiles
Unit 2	English	Maths	Art	VCD	Studio Art	
Units 3/4	English		Art	VCD	Studio Art	

PERFORMING ARTS

Unit 1	English	Maths	Literature	Drama	Dance Or Music	Media
Unit 2	English	Maths	Literature	Drama		Media
Units 3/4	English		Literature	Drama		Media

ARTS / HUMANITIES

Unit 1	English	Maths	Literature	<u>Choose 3 From:</u> History, Accounting, Geography, Business Management, Legal Studies, Art, Drama, Theatre Studies, LOTE
Unit 2	English	Maths	Literature	
Units 3/4	English		Literature	

COMMERCE / BUSINESS

Unit 1	English	Maths	Accounting	Business Man	<u>Choose 2 from:</u> Legal Studies, IT, LOTE, History
Unit 2	English	Maths	Accounting	Business Man	
Units 3/4	English	Maths	Accounting	Business Man	

ENGINEERING

Unit 1	English	Math Methods	Chemistry	Physics	<u>Choose 2 from:</u> Own Choice
Unit 2	English	Math Methods	Chemistry	Physics	
Units 3/4	English	Math Methods	Chemistry	Physics	Specialist Maths

HEALTH

Unit 1	English	Maths	Chemistry	Biology	<u>Choose 2 from:</u> Physical Education, Health & HD, Psychology, Physics
Unit 2	English	Maths	Chemistry	Biology	
Units 3/4	English	Maths	Chemistry	Biology	

SPORT & RECREATION

Unit 1	English	Maths	Phys Ed	Outdoor & Enviro	<u>Choose 2 from:</u> Health & HD, Psychology, Dance or a Science
Unit 2	English	Maths	Phys Ed	Outdoor & Enviro	
Units 3/4	English	Maths	Phys Ed	Outdoor & Enviro	

SCIENCE

Unit 1	English	Maths	Chemistry	Physics	Biology	Own choice
Unit 2	English	Maths	Chemistry	Physics	Biology	
Units 3/4	English	Maths	Chemistry	Physics	Biology	

TECHNOLOGY

Unit 1	English	Maths	Design & Tech	Business Management	Info Tech Or VET	Own Choice
Unit 2	English	Maths	Design & Tech	Business Management		
Units 3/4	English	Maths	Design & Tech	Business Management		

FOOD TECHNOLOGY / HOSPITALITY

Unit 1	English	Maths	Food Tech	Health & HD	Business Management Or Accounting	VET Hospitality
Unit 2	English	Maths	Food Tech	Health & HD		
Units 3/4	English	Maths	Food Tech	Health & HD		

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

VCAL is an alternative qualification for Year 11 and 12 students. Year 11 students study VCAL at the Intermediate level and Year 12 students at the Senior level.

VCAL focuses on applied learning and is an alternative but equally recognised qualification for senior students. Programs consist of accredited VCE and Vocational Education and Training (VET) units, modules that meet national and state quality requirements and units in work related skills and personal development skills that are accredited by the Victorian Qualifications Authority (VQA). Students will also spend one day a week with an employer in a formal work placement.

VCAL students will undertake programs made up of four compulsory curriculum strands:

- Literacy and Numeracy*
- Industry Specific Skills*
- Work Related Skills and*
- Personal Development Skills.*

In addition to this, VCAL students will study one VCE unit.

VCAL makes it possible for schools to develop flexible learning programs that include existing accredited studies/modules leading to a formal qualification. Students who complete the VCAL will receive a VCAL certificate, as well as a Statement of Attainment for all training modules completed at TAFE institutes and other training providers, and all VCE units completed.

VCAL will improve students' access to pathways into further education, training and employment. Many of our VCAL students do not complete their certificate because their work placement leads to an immediate apprenticeship. Students who leave school early, will be given recognition for any VET modules that they have completed.

The VCAL program has a course fee to cover the cost of the VET component. A non refundable deposit must be paid with the VCAL application. The balance will be paid at a later date. In 2012, the fee was \$400 – the 2012 fees have not yet been finalised.

VOCATIONAL EDUCATION & TRAINING (VET)

VET courses allow students to gain a formal certificate and are designed for students doing VCE or VCAL to work towards a formal qualification in addition to their studies. They are designed to help students gain skills in a particular vocational area and gain some recognition for prior learning when they finish school. Studying for a VET certificate is a two year commitment.

To complete a VET certificate, students attend a VET provider each Wednesday. VET providers include TAFEs, community colleges and some secondary schools. Some courses will involve work placement. Students who successfully complete these studies will obtain two certificates: the VCE or VCAL and a VET Certificate. Many VET certificates contribute to a student's ATAR score in Year 12 and count as units towards their VCE.

A material fee of \$400 applies to these courses. A non-refundable deposit of \$200 must accompany the student's course selection sheet and VET application. The balance will be paid by week 2 of Term 1 next year.

Over the last few years, we have been lucky to have increasing access to different VET certificates. VET courses available are listed on page 49. Further information on each VET course is available from the Careers Office.

The VET courses are studied with either a school or a private provider. The private providers in Warragul are Central Gippsland TAFE Campus, ECG McMillan, Apprenticeships Group Australia and Warragul Regional College. Some courses will be held at Drouin Secondary College, Yallourn or Morwell. Before enrolling in a VET course, students and parents must be aware of where the course will be delivered.

Students completing these courses will:

- * Complete VCE or VCAL.*
- * Complete a recognised VET Certificate.*
- * Obtain credit toward an ATAR score.*
- * Undertake studies more closely related to employment.*
- * Gain entry into higher level TAFE courses ie. not start at first year.*
- * Find opportunities to acquire references.*
- * Obtain Industrial experience.*
- * Still retain a choice of VCE subjects.*

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBAT)

The aim of school based apprenticeships and traineeships is to provide opportunities for the appropriate on-going education and skill development of those intending to gain an apprenticeship and who wish to complete VCE or VCAL. School Based Apprenticeships and Traineeships are available in a range of areas such as agriculture, automotive, business, community services, engineering, food processing (winemaking), horticulture, hospitality, information technology, retail and sport and recreation. It does rely on students having an employer who is willing to be involved in the program.

Students undertaking a School Based Apprenticeship and Traineeship, have the opportunity of obtaining:

- *VCE or VCAL.*
- *National Certificate II or III in their area.*
- *ATAR score (VCE only).*
- *Accreditation into Certificate III & IV.*
- *Workplace skills ready for employment.*
- *Paid employment while still at school and motivation to continue further education.*

Key points about School Based Apprenticeships and Traineeships

- *The program involves students spending time at school completing their VCE / VCAL studies and time in training / work placement each week. The trainees are considered to be part time apprentices.*
- *Training is undertaken both on and off the job. On the job training occurs while the students are working under supervision of an employer. Off the job training means units will be completed as part of formal training.*
- *The training may be completed over a maximum of 4 years if required.*
- *Students are required to complete 7 hours of training and 6 hours of employment per week. Training may occur within the work place. The rates of pay will be no less than the National Training Wage rate.*
- *Students / Trainees (with their parent/guardian if under 18 years of age), must sign a Contract of Training with their employer for the part time Traineeship.*
- *Students choose what area they will be focusing on and organise a placement with an employer.*

SET HOMEWORK AND REVISION

Homework and revision adds to classroom learning, fosters good study habits and provides an opportunity for students to be responsible for their own learning. Set homework and revision should include independent reading and study on a daily basis.

- *Parents can expect that set homework and revision activities will be a regular part of the VCE program.*
- *Students are expected to undertake regular revision and wider reading as part of their homework program.*
- *Parents or guardians are encouraged to discuss set homework, revision and study with their VCE student on a regular basis.*
- *Students should take their Homework Planner to all lessons during each school day, and then use it at home to help manage their homework commitments. Alternatively, they could record their homework via a diary on their mobile phone.*
- *Students will be provided with clear instructions by teachers regarding set homework tasks and dates for submission.*
- *The College will provide every assistance to students to enable them to complete their set homework, including taking into account other important demands of their after school time.*
- *If, at times, no set homework is given, students are expected to do relevant reading, revision and associated exercises around topics. The college will support this through the extended Home group meeting where students will be shown a range of techniques and tips to assist them in studying and revising.*
- *For students to perform well at this level 15 – 25 hours of homework would be required each week of the year.*

OUT OF CLASS ACTIVITIES

Students have the opportunity to develop leadership skills and participate in and assist in organising a number of out of class activities. Some of these activities include:

- *The Year 12 Valedictory dinner*
- *Presentation (debutante) Ball for Year 11*
- *Formal for Year 10*
- *Interschool Sports – Tennis, Volleyball, Softball/Baseball, Cricket, Football, Soccer, Badminton, Netball, Basketball, Hockey, Table Tennis*
- *Coaching junior sporting teams or umpiring.*
- *Staff vs. Student Sports Matches*
- *Competitions – Maths, English, Plain English Speaking, Lions Youth of the Year, Computer, Drama*
- *School Production*
- *Camps –Tours, eg. Tasmania, City Survival Camp, Study Conference, Team Challenge*

STUDENT UNION

The Student Union is the student body representative group. The Student Union welcomes all students and performs a range of duties from representing the college at official functions, fundraising for charity and liaising between staff, students and college council. Traditionally, the leaders of Student Union, and therefore the school leaders, are from Year 12.

STUDENT CARS AT SCHOOL

Students who have a licence to drive and wish to drive to and from school, must sign an agreement which outlines the expectations for their driving behaviour. This includes not transporting other students in their car. Student cars must be parked in the designated student car park.

LIBRARY SERVICES

The Warragul Regional College Library Resource Centre is committed to:

- *Providing the best possible level of access to information in arrange of formats to meet the educational and recreational needs of the school community.*
- *Supporting the school curriculum*
- *Providing responsive and proactive customer service.*
- *Promoting an appreciation for and enjoyment of literature.*

The Library Resource Centre is open to all students before school from 8.15am – 8.45am for homework/research purposes, during the second half of lunchtimes and after school on meeting free nights until 4.00pm. The Library webpage and on line resources are available at any time from home via the school intranet: www.wrc.vic.edu.au

VCE students have access to the Senior Study room during class time. This is the only silent study area available for their sole use in the school. It is equipped with wireless network and additional power points for laptops.

Students are encouraged to borrow books on a regular basis. VCE students may borrow 3 books for a period of two weeks at a time. Books can be renewed and reserved easily. Students are notified of overdue resources during home group sessions or via the school intranet. If books are still not returned, parents are contacted for assistance. It is expected that lost or damaged resources are paid for so they may be replaced.

The Library Resource Centre caters for diverse reading interests and capabilities whilst maintaining up to date collections of fiction, non fiction and reference books, journals, electronic texts, magazines, newspapers, educational DVDs and online resources. Students may borrow a range of audio visual equipment including digital cameras and handycams for classroom use. Printing, photocopying, scanning, laminating facilities are also available to students in the Library Resource Centre.

The Librarian works closely with classroom teachers to identify student needs and to assist in making their individual learning experience as rewarding as possible. Staff are trained to assist students in the selection of resources and teach students how to access information effectively using a wide range of research skills and resources.

NOTEBOOK PROGRAM

We live in an ever changing world of technology and senior school studies are not an exception. All VCE studies have an information technology and communications focus. To support learning in this area, all senior students will take part in the College's notebook program. Students lease a notebook for the year, paying a bond and small fee to cover the cost of insurance. At the end of VCE, they will have the option of purchasing the computer or receiving their bond back when they return the notebook. All classrooms in the senior school have a data projector and interactive whiteboard enabling students and teachers to access up to date learning activities.

YEAR 10 CORE SUBJECTS

ENGLISH

Unit Overview

Year 10 English aims to develop students' ability to speak, listen, view and write with enjoyment, purpose and confidence in a wide range of situations.

Students will use a variety of texts (written, visual) to examine themes and issues and use a range of strategies to plan, compose, revise and edit their own work.

Students will develop knowledge of the ways in which language varies according to purpose and audience, and extend their capacity to apply this knowledge in different contexts. They will learn to write accurately and fluently in a variety of forms, applying the conventions of written English.

Learning Activities

- Reading or viewing and discussing set novels, plays, poems, films and media articles.
- Context writing in a variety of styles including formal analytical essays and creative pieces for different purposes and audiences.
- Preparing and delivering oral presentations
- Participating in class discussions examining different perspectives on themes and issues.
- Working in a pair or team on a set project.

Assessment

- Completing a range of context pieces and extended responses to media issues.
- Reading, viewing and studying set texts and completing set text response assignments in writing and orally
- Examination at the end of each semester

Assessment is descriptive; SACs are graded and aim to measure how well an individual student is progressing.

MATHEMATICS

Unit Overview

Students studying Year 10 Maths will further develop their mathematical skills and knowledge so that they can deal confidently and competently with daily life, employment, further studies and for their personal interest.

In studying Mathematics at this level, students will recognise the importance of accuracy in interpreting and communicating logical ideas.

Year 10 Mathematics is blocked to enable ability groups to be formed. Students are placed into a Maths class based on their performance in Year 9 Maths. Students will be able to change groups if it is necessary.

The following is a description of the mathematics subjects which will be delivered:

MATHEMATICS METHODS: This is an advanced course designed for a mature student. You will need to be industrious and committed to succeed.

GENERAL MATHEMATICS: This is a course designed for the majority of students.

FOUNDATION MATHEMATICS: This is a modified course which reinforces basic skills. If you struggle with maths and want the opportunity to improve your skills this is the subject for you.

Mathematical dimensions covered will be Number, Space, Measurement, Chance and Data, Structure and Working Mathematically. Also covered will be the domains of Personal Learning and Thinking Skills.

Learning Activities

- Text book activities maintained in a workbook
- Problem solving tasks and reports
- Mathematical investigations
- Use of technology such as calculators and computers
- Homework

Assessment

- Topic tests and examinations
- Projects and problem solving tasks
- Use of technology in Maths

PHYSICAL EDUCATION

Unit Overview

Physical Education in Year 10 focuses on students taking more responsibility for their physical activity. Through activities, games and theory topics, students are able to explore the link between physical activity, fitness and health.

A key focus for Year 10 is the further development of skills and fitness through the evaluation of individual and group performance as well as the implementation of specific skills and tactics.

Learning Activities

- Skill acquisition
- Physical fitness analysis
- Sports coaching
- Team games
- Individual sports

Assessment

- Participation in activities
- Bringing a change of clothes
- Written tasks
- Physical fitness tasks

RALE/HALE

Unit Overview

RALE (Recreational and Leisure Education) and HALE (Health and Leisure Education) is a 1 period unit where students develop an understanding of the recreational and leisure activities that are available in the local community as well as the major health issues facing youth. Through RALE students will experience some of the recreational activities that they haven't had an opportunity to access throughout physical and sport education in years 7 to 9. Key topics in HALE include alcohol and drug education, mental health and sexual health.

Learning Activities

- Recreational and leisure activities
- Class discussions and impact of media
- Media clips
- Guest speakers

Assessment

- Participation in class activities
- Worksheets
- Assignments

INDUSTRY & ENTERPRISE (WORK SKILLS)

Unit Overview

This unit introduces a range of settings in which work occurs in Australia. Emphasis is placed on the skills and competencies required for effective and rewarding participation in the workplace. Future career pathways and occupations are investigated. Work placement is undertaken and work-related issues investigated in a selected workplace.

Learning Activities

- Career investigation
- Career profile
- Workplace investigation
- Workplace activity
- Case study analysis
- Work placement diary

Assessment

- Work Placement Assignment
- Career Investigation
- Work Related Issues, OH&S

YEAR 10 ELECTIVES

THE ARTS ELECTIVES

DANCE

Unit Overview

Students will complete various dances including individual, class and group pieces. Through various activities, they will explore different styles and traditions within dance, increasing their range of movement for creating their own routines. Students will learn various choreographic techniques and explore tools used to convey a story or character within a dance.

Learning Activities

- Warming up and games to develop choreography
- Choreograph, learn and perform dances

Assessment

- Written assessment piece
- Leading of a 'warm up' activity
- Performance in class & group dance
- End of Semester Exam

DRAMA

Unit Overview

In this unit, students will refine the skills and techniques of creating and presenting drama that they have developed in earlier years. They will continue to develop improvisation skills and explore the different styles of dramatic form. Students will use the rehearsal process to refine their work ready for public performance and evaluate their own and others' performance work. They will consider the cultural and historical context of drama and build a theatrical vocabulary.

Learning Activities

- Read and discuss text(s)
- Comparison of work from varying cultures
- Direct, present and analyse own & other's work
- Interpret text through dramatic performance

Assessment

- Analysis of performed work
- Improvisation (ongoing)
- Presentation of rehearsed work
- End of Semester Exam

GRAPHICS – VCD

Unit Overview

Students will focus on the basic principles of graphic design to generate, explore and communicate ideas through specific graphic forms. Students will develop and use specialised skills in a range of media and techniques. They will present visual communications appropriate to a brief and analyse and evaluate the purposes and content of visual communications.

Typical Activities

- Explore a range of 2D & 3D drawing systems including orthogonal, oblique, isometric, planometric and perspective drawing.
- Develop a range of product and packaging ideas.
- Apply the design process to specific graphic design problems
- Develop the ability to interpret and work to a design brief.

Assessment

- Idea development
- Skill development
- End of Semester Exam

Please note that studying this unit will incur a fee for materials

INSTRUMENTAL MUSIC

Unit Overview

Instruments offered for study include flute, clarinet, alto & tenor saxophone, trumpet, French horn, violin, guitar, bass guitar, drums and keyboard.

Ensembles that students can participate in include: Concert Band, Training Band, Production Band, Choir, Rock Groups by arrangement

Students studying an instrument will further develop the technical and aural skills of playing one or more instruments. They will further develop their ability to read and write musical notation

Learning Activities

- Attending weekly lessons
- Attending rehearsal of chosen ensemble
- Developing technique through scales and pieces
- Performance (either solo or ensemble)

Assessment

- Sight-reading, aural & technical work tests
- Ensemble participation and performance

MEDIA

Unit Overview

Students will study aspects of film and television media forms. The course aims to introduce students to a range of video and ICT equipment and software to assist in the development of their skills. Students will become familiar with film language and appreciation.

Learning Activities

- Study a film narrative (production and story elements)
- Production of a short film / animation
- Create an online blog / wiki
- Create a DVD cover using Photoshop and InDesign.
- Investigating the codes, conventions and stereotypes of media texts
- Film analysis
- Using ICT

Assessment

- Assignments / written work / exam
- Film production
- DVD Cover production
- Blog/Wiki creation

MUSIC

Unit Overview

Students will make and present music which explores themes, issues and ideas. They structure and present music works appropriate to chosen styles and forms and analyse and interpret the structure, content and aesthetic qualities of music works. They will also analyse the characteristics and role of music in different cultural and historical contexts. Students will work as a soloist or ensemble member and demonstrate technical competence, artistic and aural awareness in playing an instrument.

Learning Activities

- Rehearsing chosen songs
- Discussion of rehearsal process
- Using ICT to compose and present music
- Analysing chosen songs
- Performance of songs
- Participation in class discussion

Assessment

- Effective rehearsal of songs
- Participation in group discussions
- Participation in performance
- Analysis of chosen song
- End of Semester Exam

PHOTOGRAPHY

Unit Overview

Students will be introduced to a variety of photographic equipment, methods, techniques and processes. They will become competent with using a 35mm camera and use a variety of processes for the development of photos.

Learning Activities

- Experience and use basic equipment, materials and apply them to methods of photography.
- Apply the processing steps involved for developing and printing black and white film.
- Develop the ability to interpret and work to a design brief.
- Appropriate mounting and presentation of work.
- Develop an appreciation of photographers.

Assessment

- Idea and skill development
- End of Semester Exam

Please note that studying this unit will incur a fee for materials

VISUAL ART

Unit Overview

Observation of people, societies and the natural and constructed environments are the general source of inspiration for Year 10. Students are given a broad topic that has a specific relevance to them. Work includes exploring a variety of materials and techniques to particular art forms in order to present a range of art works.

Learning Activities

- Responding to the topic using a range of media including painting, printmaking, sculpture and drawing.
- Organise a public exhibition of students work.
- Completion of a body of work that fully explores the topic that is being studied for the semester.

Assessment

- Concepts and exploration of ideas
- Skills and presentation of work
- Understanding of different art forms
- End of Semester Exam

Please note that studying this unit will incur a fee for materials

ENGLISH ELECTIVES

FILM AS TEXT

Unit Overview

This is a study of film as a medium for telling stories. They will learn how to analyse films and use the appropriate language used in film making. They will not be making films, however this elective will help prepare students for VCE Media and support skills required for VCE English film text analysis.

Typical Activities

- Watching and analysing films
- Class discussion
- Written responses

Assessment

- Written analysis & appreciation of specific films
- Verbal analysis & appreciation of specific films
- Assignments & exam
- Tests on film genres & film making as a form of storytelling

JOURNALISM

Unit Overview

The course aims to develop students' appreciation and understanding of interviewing and writing techniques for producing articles for publication in both newspapers and magazines. Students will learn interview skills and how headlines grab attention. They will develop the articles and layout for the end of year magazine, "The Final Word".

Learning Activities

- Interviewing a person who is not particularly well known to the student.
- Reporting on college events in a manner appropriate to the readership.
- Planning, researching and writing articles for the end of year magazine The Final Word.
- Participating in class discussions.
- Learning how to insert photographs, tables, graphics in to articles and also the traditional methods of cut and paste and modern desktop publishing procedures.

Assessment

- Articles ready for publication
- Active participation in layout and desktop publishing.
- End of Semester Exam

LITERATURE

Unit Overview

The course aims to develop students' appreciation and understanding of literary texts. Students are exposed to a variety of classic and contemporary texts that provide ground for discussion and analysis of writing styles, literary devices and life's enduring themes. Students studying this unit should expect to read the texts and be prepared to discuss them.

Learning Activities

- Creating a 'Commonplace Book'; a collection of the student's thoughts, responses, poems, reflections etc.
- Reviewing a film.
- Planning, researching and writing folio pieces in response to themes and motifs present within novels, poetry etc studied.
- Preparing and delivering an oral presentation in response to a chosen novel.
- Participating in class discussions.
- Building up a glossary of literary terms and a knowledge of literary devices.

Assessment

- Commonplace book
- Oral Review
- Folio Pieces
- End of Semester Exam

HEALTH & PHYSICAL EDUCATION ELECTIVES

HUMAN DEVELOPMENT

Unit Overview

This unit introduces students to the study of growth and physical, social, emotional and intellectual development of humans from prenatal to youth. A study of the nutritional requirements at each stage is also covered. Students will investigate parenting as adolescents and they will have the opportunity to care for a 'computer baby' to simulate the roles and responsibilities of parents.

Learning Activities

- Videos/DVD's, using ICT
- Discussions/Guest speakers.
- Food preparation
- Written work, Research/Data analysis
- Computer baby simulation

Assessment

- Inquiry Activity and Investigation
- Short Exercises, Tests & Exam
- Practical work

Please note that studying this unit will incur a fee for materials.

OUTDOOR & ENVIRONMENTAL STUDIES

Unit Overview

Students develop an understanding of the outdoor environment, outdoor adventure activities, safety and minimal impact on the environment. Students actively prepare for and participate in a range of outdoor adventure activities and understand the risk management of these activities.

Learning Activities

- Outdoor activities: rock climbing, bushwalking, canoeing, mountain biking, surfing, skiing
- Research / assignment work
- Planning for activities, camping preparation & risk management
- Mapping & navigation

Assessment

- Completion of log book reports
- Research project
- Effective participation in outdoor activities
- End of Semester Exam

Please note that studying this unit will incur a fee for activities

SPORTS FOR HIM

Unit Overview

Students will have the opportunity to extend their sporting skills and participate in a range of activities in an all male environment. Students are able to have input into the sports, leisure and fitness activities. They further develop skills and fitness as well as working on game tactics and strategies.

Learning Activities

- Learning new sports
- Peer Coaching
- Officiating Sports
- Leisure and Fitness Activities

Assessment

- Laboratory reports
- Practical Skills
- Game strategy development
- Demonstration of sportsmanship

Please note that studying this unit will incur a fee for activities

SPORTS FOR HER

Unit Overview

Students will have the opportunity to extend their sporting skills and participate in a range of activities in an all female environment. Students are able to have input into the sports, leisure and fitness activities. Additional activities may include dancing, yoga, pilates, water aerobics, inline skating, Zumba, cheerleading and gymnastics. There will also be a focus on linking physical activity and healthy lifestyles.

Learning Activities

- Individual Sports and Team Activities
- Leisure and Fitness Activities
- Officiating Sports

Assessment

- Active Participation
- Game Strategy Development
- Minor Assignments – role models, activity log, eating disorders, sports injuries

Please note that studying this unit will incur a fee for activities

HUMANITIES ELECTIVES

STUDENTS MUST SELECT AT LEAST ONE HUMANITIES ELECTIVE TO STUDY FOR A SEMESTER

Electives to select from:

America: Land of the Free

A Question of Rights – The Law in Focus

Global Populations and Health

Guns and Germs(counts as hums or science)

Heroes and Villains

Money and Me

AMERICA: LAND OF THE FREE?

Unit Overview

This history unit welcomes students who are fascinated by history, are creative and willing to share opinions and ideas.

It specifically focuses on America and the question of freedom in American society throughout their history; from slavery in the 1800's to the Civil Rights Movement of the 1950's and 1960's. It will explore ideas such as race, racism and prejudice. Topics include slavery, the slave trade, The Middle Passage, Abolition, The American Civil War and The Civil Rights Movement of the 20th Century, as well as significant individuals and events of this period. This unit will support further studies in History.

Learning Activities

- Class discussion
- Film analysis
- Primary document investigations
- Multimedia tasks

Assessment

- Biographical Poster
- A Historical Report
- Primary Document Analysis
- Exam

A QUESTION OF RIGHTS – THE LAW IN FOCUS

Unit Overview

How have civil rights and responsibilities developed along with changes in society? In this unit, students will undertake a detailed investigation of specific areas of the law to help them develop knowledge and understanding about contemporary issues in the law and their resolution. Students will understand legal principles and apply them to a contemporary issue. Key topics include Sports and the law, Human rights and Contract law. This unit will support further studies in Legal Studies.

Learning Activities

- Defining and using legal terminology
- Researching and gathering information about legal cases, issues using print & electronic media
- Discussing legal issues and the ability of the law to respond to demands for change.

Assessment

- Assignments and essays
- Folio and report
- Role play and case studies
- Tests and exam

GUNS AND GERMS

Unit Overview

This unique unit combines elements of history and science. We will investigate some of the major conflicts in the Twentieth Century such as World War I, the impact that war and weaponry have on the human body both physically and psychologically, technological developments such as the development of weapons and the science behind the history. Students will be assessed on their understanding of key knowledge and their ability to demonstrate historical and scientific skills within the subject. This unit counts as a Science or Humanities elective.

Learning Activities

- Class discussion
- Film analysis
- Science practical's
- Multimedia tasks

Assessment

- Research Task
- Science Reports
- Topic Tests

- Exam

GLOBAL POPULATIONS & HEALTH

Unit Overview

We now live in a world, rather than being isolated in Australia so how do the other half live? This unit will allow students to explore the major differences between Australia and developing countries and the reasons why differences exist. Key topics will include how countries are classified, environments that people live in, current global issues and how organisations help developing countries to meet their individual needs. Students will have the opportunity to work in a group to plan and implement a project aimed at improving the lives of people in developing countries. This unit will support further studies in VCE Geography &/or Health & Human Development

Learning Activities

- Classroom discussion
- Using ICT for researching and presenting
- Developing and evaluating strategies
- Planning project for a developing country

Assessment

- Projects and assignments
- Exam
- Worksheets
- Participation in class activities

HEROS & VILLIANS

Unit Overview

This history unit will explore some of the greatest heroes and villains from post-World War 2 to the current time. We will address questions such: What makes a hero? What makes a villain? How might different circumstances lead a person to become either a hero or a villain? Students will investigate some of the major events and significant individuals in history of the last 50 years. Students will be assessed on their understanding of key knowledge and their ability to demonstrate thinking and historical skills within the subject.

Learning Activities

- Class discussion
- Film analysis
- Biographies
- Multimedia tasks

Assessment

- Research Task
- Class work
- Exam

MONEY AND ME

Unit Overview

Students will learn the skills and knowledge to be able to plan for saving and spending money once they begin working. Students will research and consider a wide range of issues surrounding finding a place to live and making major purchases such as a car, overseas trip and a house. They will explore a range of services available to assist them as well as understanding basic financial record keeping, taxation, the stock market and superannuation. This unit will support further studies in Accounting.

Learning Activities

- Australian Stock Exchange online game
- Budgeting
- Investigating financial services
- Preparing for life as an adult

Assessment

- Major Purchase Assignment
- Budgeting
- Participation in ASX Stock Market Game
- End of Semester Exam

LOTE ELECTIVES

INDONESIAN

Unit Overview

Students will further develop the language skills of listening, speaking, reading, writing and the use of body language and visual cues and signs. They will further learn about the Indonesian culture and become more confident to speak fluently.

Learning Activities

- *Personality traits, star signs, careers, disagreeing with someone*
- *Customs and social etiquette, accepting invitations, ceremonies, nationality*
- *Indonesian cooking, market shopping, eating and serving etiquette*
- *Music and Arts in Indonesia*
- *Going to the movies, social arrangements, reviewing a film*

Assessment

- *Reading and writing tasks*
- *Computer tasks and DVDs*
- *Role-plays and surveys*
- *General conversation*
- *Projects*
- *Portfolios*
- *End of Semester Exam*

JAPANESE

Unit Overview

Students will further develop the language skills of listening, speaking, reading, writing and the use of body language and visual cues and signs. They will further learn about the Indonesian culture and become more confident to speak fluently.

Learning Activities

- *Katakana and Kanji*
- *Shopping.*
- *Travel and holidays*
- *School and study*
- *Daily routines*
- *Clothing and housing*

Assessment

- *Reading and writing tasks*
- *Computer tasks and DVDs*
- *Role-plays and surveys*
- *General conversation*
- *Projects*
- *End of Semester Exam*

SCIENCE ELECTIVES

STUDENTS MUST SELECT AT LEAST ONE SCIENCE ELECTIVE TO STUDY FOR A SEMESTER

Electives to select from:

Agriculture

Colourful Chemistry

Guns & Germs (see description in Humanities)

Human Biology & Behaviour

Human Journey

Physics in Motion

Science at the Movies

VCE Environmental Science (see VCE units)

COLOURFUL CHEMISTRY

Unit Overview

Colourful chemistry is an introduction to the exciting world of Chemistry. Students will gain an understanding of matter; how it is put together and how it can be arranged. Chemical reactions are the basis of this subject and students will investigate how to create, control and collide chemical compounds. Colourful chemistry will give students a solid grounding for VCE chemistry and is therefore strongly recommended for any Year 10 student wishing to take this pathway.

Learning Activities/Topics

This unit covers a wide range of scientific disciplines, including biochemistry and forensic science.

Topics covered:

- Periodic table of the elements
- Atomic theory
- Ionic and covalent compounds
- Reaction rates
- Chromatography
- Acids and bases
- Chemical equations

Assessment

- Practical reports
- Practical skills
- Research assignment
- Tests
- End of unit exam

AGRICULTURE

Unit Overview

Students will understand the principles of agriculture through practical experience on the College farm, along with the theory to support these practices.

Learning Activities

- Carry out animal husbandry
- Maintain and repair fences
- Theory on the above components

Assessment

- Participation in practical skills
- Completion of theory components
- End of Semester Exam

HUMAN BIOLOGY & BEHAVIOUR

Unit Overview

This unit aims to introduce students to the interesting mix of human biology and psychology. It will cover a range of topics within both areas and it will allow students to develop a range of knowledge and skills. This unit will support further studies in VCE Biology & Psychology.

Learning Activities/Topics

- Chemistry and organisation of living cells
- Characteristics and functions of living organisms, body systems and the brain
- Health & disease: causes, the immune system, spread and prevention
- DNA, genetics and inheritance
- Personality, motivation, emotion
- Thinking and intelligence
- Social issues

Assessment

- Research investigation assignment
- Multimedia presentation
- Topic tests
- Practical skills and reports
- End of unit exam

HUMAN JOURNEY

Unit Overview

This unit will investigate the human timeline and will allow students to analyse evidence, synthesise information from a variety of sources and draw conclusions. It will investigate how humans, animals and plants have changed and adapted over time. It will look at these changes on both a global and on a national scale. This unit will support further studies in VCE Biology.

Learning Activities / Topics

- Theories and types of evolution
- Natural selection and survival of the fittest
- Adaptations
- Evidence of evolution
- Human migration
- Human impact on the evolutionary process
- Genetics – DNA, chromosomes and patterns of inheritance
- Technology and inventions
- Ethics, opinions and the media

Assessment

- Practical skills and reports
- Research investigation
- Topic tests
- End of unit exam

PHYSICS IN MOTION

Unit Overview

This unit introduces students to the fascinating subject of Physics. Physics attempts to explain how and why all the things around us move in the ways that they do. This includes everything from the atoms moving in our bodies, cars travelling on a road and the stars travelling through the sky. Students considering VCE Physics are recommended to do this unit.

Learning Activities/Topics

- Newton's Laws of Motion
- Types of forces and their effects
- Work, Energy and their uses
- Collisions and road safety
- Sound and other waves
- Stability of structures

Assessment

- Practical reports
- Practical skills
- Research assignment
- Tests
- End of unit exam

SCIENCE AT THE MOVIES

Unit Overview

Enjoy the movie, understand the science! This unit looks at the science behind the movies and is both a theory and a practical course. It aims to give students a broad understanding of a range of scientific disciplines including; genetics, climate change, forces & movement, medical technologies, space exploration, forensics and scientific evidence. It will use movies as a starting point for discussion and investigation and it will look at the way that science is represented in the media.

Learning Activities/Topics

- Science in the mass media
- Scientific language
- Genetics and genetic engineering
- Space and human exploration
- The natural environment and climate change
- Forensics and medical technology
- Forces, movement and action
- The science of superheroes

Assessment

- Practical skills
- Practical reports
- Research assignment
- Topic tests
- End of unit exam

TECHNOLOGY ELECTIVES

AUTOMOTIVE STUDIES – RACING RIDE-ONS

Unit Overview

Students will develop a basic understanding of the internal combustion engine and learn safe working methods while using tools and equipment to carry out minor servicing and repair tasks. They work in small groups with the goal of building a racing ride on mower. The semester's work concludes with teams racing off against each other.

Learning Activities

- Dismantle and rebuild a small engine
- Carry out repairs to a ride on mower
- Maintain a journal
- Design work
- Repainting a ride on mower
- Building knowledge

Assessment

- Design and Investigation
- Practical Work
- Evaluation and Journal
- Participate in Class Activities
- End of Semester Exam

COMPUTER AIDED DESIGN (CAD)

Unit Overview

Computer aided design (CAD) is about communicating ideas in a graphical manner using CAD software: TriCad and ProEngineer. Students will implement a design process to create designs for a specific purpose. Students will be given the opportunity to develop their own designs and also create the drawings for projects in other subjects.

Learning Activities

- Designing
- Design Exercises
- Computer Drawing
- Evaluating

Assessment

- Design Exercises
- Projects
- Folio of work
- End of Semester Exam

FOODS

Unit Overview

This course will introduce students to Menu Planning and the various courses that make up an elaborate meal. Students will become more aware of the Design Process and solve food related problems. Food Industry related issues are also addressed. Topics include food safety and hygiene, garnishes, knife skills, food presentation, meal planning, Dietary Guidelines, courses of the menu, yeast cookery, confectionary, gateaux.

Learning Activities

- Food Preparation and demonstrations
- Design briefs
- Worksheet completion
- Videos/DVD's
- Photostory

Assessment

- Workbook(worksheets/assignments)
- Practical work/Practical test
- Design Briefs
- Exam.

Please note that studying this unit will incur a fee to cover the cost of food.

FURNITURE MAKING

Unit Overview

Students will further develop their designing and woodworking skills as they construct a small piece of furniture to be used in their homes. They will use the design process to plan and evaluate their project. In planning and making their project, students will use more complex materials, tools and equipment and learn to use them safely.

Learning Activities

- Designing and drawing plans
- Building furniture
- Completing a journal
- Using tools and equipment safely.
- On Guard Safety
- Theory work

Assessment

- Design Folio
- Investigation
- Production
- Evaluation
- Reflective Journal
- End of Semester Exam

PATISSERIE

Unit Overview

This unit helps prepare students for the skills range required for VCE Food and Technology. They will have the opportunity to specialize in an area of food preparation directed towards the skills of a Pastry Chef. It will allow students to develop their creativity with food presentation and plating and will encourage students to be inventive with ingredients whilst understanding the necessary ratios and proportions of ingredients required to make a successful product. Topics include yeast cookery, pastry, confectionary and contemporary cakes and desserts.

Learning Activities

- Practical work
- Design briefs
- Research and investigation
- Tests and exams

Assessment

- Folio of Design Briefs
- Assignments
- Practical Work
- Tests/Exam

Please note that studying this unit will incur a fee to cover the cost of food.

TEXTILES

Unit Overview

Students studying Textiles will be given the opportunity to further develop their practical skills and understanding of the design process. They will use the design process to plan, design, make and evaluate a project of their own choice. The project may focus on fashion, textiles or interior design. The unit is designed to assist students who have an interest in fashion or interior design to further hone their skills for future study. Students will be expected to provide their own materials for the project.

Learning Activities

- Design Folio
- Textiles samples
- Design drawing
- Practical work
- Research and assignments

Assessment

- Practical project
- Design Folio
- Investigations

- End of semester exam

WONDERFUL WORLD OF FOOD

Unit Overview

This unit allows students to investigate the different cultures that have influenced our Australian diet. Each week students cook a meal or dish from a different group of countries. Major topics include: History of Food; Australian and Indigenous Foods; European Influences; Asian Influences; American Influences; African Influences; Special Occasions and Religion.

Learning Activities

- Individual Research
- Practical Work
- Group Work
- Practical Evaluations
- Using ICT

Assessment

- Assignments & Worksheets
- Practical Work
- Practical Evaluations
- Design Activities
- Tests – Written and Practical & Exam

Please note that studying this unit will incur a fee to cover the cost of food.

WORKING WITH METAL

Unit Overview

In this unit, students will further explore the many uses of metals and use the design process as a basis for developing Arc welding and sheet metal skills. Projects will include a sheet metal toolbox and a junk yard animal.

Learning Activities

- Arc Welding & Sheet metal practice pieces
- Weekly Journal
- Practical Work
- On Guard Safety
- Researching and Designing
- Evaluating

Assessment

- Journal and Self Assessment
- Completion of practical projects
- Design Folio and Evaluation
- End of Semester Exam

GENERAL ELECTIVES

PEER SUPPORT

Unit Overview

Peer Support is a leadership program for Year 10 students. Leadership students spend one period a week with their Year seven groups and are responsible for the games and activities experienced by the group. The course aims to teach Peer Support Leaders to be independent, adaptable and well organised leaders.

Learning Activities

- *Leading a group*
- *Planning sessions*
- *Reflecting on performance through journals and essays*
- *Working as part of a leadership team*
- *Training sessions*
- *Contributing to leadership activities with peers*

Assessment

Assessment is descriptive, seeking to pinpoint student strengths and weaknesses in leadership preparations and strategies. A degree of self-assessment also exists through the journals and end of semester report.

VCE UNITS

ACCOUNTING

This study focuses on the procedures of accounting and finance and the way in which these may be used. The study examines the processes of recording and reporting financial information to provide users with appropriate information for planning, control and effective decision making.

Structure / Units

Unit 1 – Establishing & Operating a Service Business

This unit focuses on the features of a successful business, sources of finance, recording and reporting accounting data, how decisions are made and the application of accounting skills.

Unit 2 – Accounting For a Trading Business

This unit introduces an accounting system based on single entry accounting, the use of ICT in accounting and the evaluation of business performance. It focuses on accounting for a sole trader

Unit 3 – Recording & Reporting For a Trading Business

In this unit, students will study the recording of financial data focusing on the identification and recording of data for a single activity sole trader as well as the accounting processes required at balance day and preparation of final reports.

Unit 4 – Control & Analysis of Business Performance

The focus of this unit is on extending the skills developed in unit 3 and focusing on the preparation of budgeted accounting reports and analysis of financial and non financial information for the single activity sole trader.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4. Students who enter at Unit 3 may need to do preparatory work.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Unit 3 school-assessed coursework - 25%

Unit 4 school-assessed coursework – 25%

End-of-year examination – 50%.

ART

Art is an integral part of our lives where we are able to communicate personal experiences, ideas, cultural values and beliefs. Students will apply their knowledge and investigations to inform their artmaking. It provides an opportunity to investigate the role of art in history and contemporary cultures.

Structure / Units

Unit 1

This unit focuses artworks as objects and examines how formal qualities such as art elements, materials and techniques communicate meaning. Students explore work of artists in an historical and cultural context.

Unit 2

In this unit students become aware that artworks can be created as forms of cultural expression for specific contexts, such as street art, public art, art produced for festivals, newspaper cartoons, art prizes, curated exhibitions and performance art.

Unit 3

In this unit, students study selected artists who have produced works before 1970 and selected artists who have produced works since 1970.

Unit 4

In this unit, students continue to develop personal points of view and informed opinions about art ideas or issues and support them with evidence. They build their learning and conceptual understanding around the discussion and debate of broad themes or issues, such as the role of art in society, and consider how themes and issues are communicated through artworks.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Unit 3 school-assessed coursework – 10%

Unit 4 school-assessed coursework – 10%

Unit 3 & 4 school-assessed task – 50%

End of year examination – 30%.

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 interactions between organisms and their environments. It considers the unity and continuity of life, diversity and change and the impact of biological technologies.

Structure / Units

Unit 1 – Unity & Diversity

This unit focuses on the study of life at a cellular level and factors that affect the survival of cells.

Unit 2 – Organisms & their Environment

This unit investigates the rich diversity of Australian ecosystems and the relationship between living things and their environment.

Unit 3 – Signatures of Life

This unit focuses on the study of molecules and biochemical processes that are indicators of life and focuses on the structure of DNA, genes and the code for production of proteins.

Unit 4 – Continuity & Change

This unit focuses on molecular genetics including the role genes play in establishing biodiversity. Also included is a study of evolution including the historical development of ideas and the use of evidence.

Entry

There are no prerequisites for entry to Units 1, 2 and 3, although preparatory work may need to be done for Unit 3. Students must do Unit 3 before Unit 4.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Unit 3 school-assessed coursework – 20%

Unit 4 school-assessed coursework – 20%

End of year examination – 60%.

BUSINESS MANAGEMENT

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

Structure / Units

Unit 1 – Small Business Management

This unit provides the opportunity for students to explore the operations of small business and its likelihood of success. It recognises that small business comprises a majority of the Australian economy and investigates what they provide to both consumers and industry.

Unit 2 – Communication & Management

This unit focuses on the importance of effective communication in achieving business objectives. It includes communication both internally and externally to business with special attention to the functions of marketing and public relations.

Unit 3 – Corporate Management

This unit investigates how large-scale organisations operate. Students examine the context in which they conduct their business, focusing on aspects of their internal environment and the operations management function.

Unit 4 – Managing People & Change

This unit continues to look at corporate management with a focus on human resource management and analysing the management of change through the application to a contemporary issue of significance.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Unit 3 school-assessed coursework - 25%

Unit 4 school-assessed coursework – 25%

End of year examination – 50%.

CHEMISTRY

Chemical processes are important in improving human health; preventing environmental problems and rehabilitating degraded environments. Chemistry takes a thematic approach, and throughout the study contexts have been provided to apply chemical knowledge to technology and society. Students will investigate, explore and solve qualitative and quantitative problems and discuss chemical concepts and issues as well as design and perform experiments.

Structure / Units

Unit 1 – The Big Ideas of Chemistry

This unit examines the structure, properties and applications of materials, the periodic table, major qualitative and quantitative ideas fundamental to chemistry and the application of surface chemistry in nanotechnology.

Unit 2 – Environmental Chemistry

This unit examines the chemical and physical properties of water in relation to chemical bonding, the application of principles of green chemistry, the interaction between living things and gases of the atmosphere and the state, national and global issues associated with the impact of human activities on the atmosphere.

Unit 3 – Chemical Pathways

Students investigate the scope of techniques and therefore chemical properties and reactions, available to the analytical chemist. Chemical analysis is vital in the work of a forensic scientist, a geologist in the field, a quality control chemist at a food manufacturing plant, and the environmental chemist monitoring the health of a waterway.

Unit 4 – Chemistry at Work

In this unit students investigate the industrial production of chemicals needed for the diverse range of products we use and how energy is produced from available resources, considering the efficiencies, advantages and disadvantages of each energy resource.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Unit 3 school-assessed coursework – 20%
Unit 4 school-assessed coursework – 20%
End of year examination – 60%.

DRAMA

This study provides students with the opportunity to examine and explore the ways in which drama gives form to and makes meaning of a range of social, political, cultural and historical contexts. It focuses on the development of expressive skills and the development and performance of imagined characters.

Structure / Units

Unit 1 – Dramatic Storytelling

In this unit, students create, present and analyse a devised performance that includes real or imagined characters, based on personal, cultural and / or community experiences and stories.

Unit 2 – Creating Australian Drama

Like Unit 1, this unit includes areas of study focusing on creating, performing and analysing drama but uses Australia as the inspiration for material

Unit 3 & 4 – Ensemble Performance / Solo Performance (will not run in 2012 or 2014)

In these units, non-naturalistic drama from a diverse range of traditions is explored in the development of ensemble performance. The use of performance style, theatrical conventions and stimulus materials from a variety of cultural sources is explored in the development of a solo performance.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

Satisfactory Completion / Assessment

Satisfactory completion of all units is through the demonstration of outcomes specified for each unit.

Assessment of Units 3 & 4 is through:

Unit 3 school-assessed coursework – 35%
Unit 4 school-assessed coursework – 5%
Unit 4 Solo Performance examination – 35%
End of year examination – 25%

THEATRE STUDIES

Will run instead of Drama 3&4 in 2014.

Unit 3 – Production Development

In this unit, students interpret a playscript. They then specialise in two areas of stagecraft in order to produce the playscript.

Unit 4 – Performance Interpretation

In this unit, students study a scene and monologue and use it as the basis for preparing their own performance piece.

Assessment of Units 3 & 4 is through:

Unit 3 school-assessed coursework – 45%
Unit 3 & 4 Performance examination – 25%

End of year examination – 30%

ENGLISH

The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. The mastery of key knowledge and skills in this study underpins effective functioning in the contexts of study and work as well as productive participation in a democratic society in the 21st century.

Structure / Units

Unit 1

This unit focuses on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.

Unit 2

This unit focuses on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted and on the development of competence and confidence in creating written, oral and multimodal texts.

Unit 3

This unit focuses on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context and the ability to explain the choices they have made as authors.

Unit 4

This unit focuses on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within their chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Unit 3 school-assessed coursework – 25%

Unit 4 school-assessed coursework – 25%

End of year examination – 50%.

ENVIRONMENTAL SCIENCE

Environmental Science provides the opportunity for students to understand the structure, function and diversity of natural ecosystems and evaluate the impact of humans on it. Students examine the application of environmental science to ecologically sustainable development and environmental management. There is a combination of practical work, written work and fieldwork.

Structure / Units

Unit 1 - The Environment

This unit focuses on the environment and its components: the function of ecosystems and the interactions in and between the components.

Unit 2 - MonitoringThe Environment

This unit focuses on the characteristics of environmental indicators and their use in monitoringprogram. Environmental indicator data will be defined, collected and interpreted.

Unit 3 - Ecological Issues: Energy & Biodiversity

This unit focuses on two major ecological issues which provide challenges for the present and future eg. greenhouse effect, biodiversity, ecological integrity.

Unit 4 - Ecological Sustainability

This unit focuses on pollution and its relationships to the health of humans and the environment to ensure development meets human needs while maintaining ecological integrity of the environment.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Unit 3 school assessed coursework – 25%

Unit 4 school assessed coursework – 25%

End of year examination – 50%

FOOD & TECHNOLOGY

VCE Food and Technology focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation.

Structure / Units

Unit 1 – Food Safety and Properties of Food

In this unit students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food. They consider food preparation practices suitable for use in a small-scale food operation, such as in the home, a school setting or in a small food business.

Unit 2 – Planning & Preparation of Food

Students investigate the best methods and tools and equipment to use for optimum results, and what to prepare for a range of situations. Students research, analyse and apply the most suitable food preparation and cooking methods to optimise the properties of food.

Unit 3 – Food Preparation, Processing and Food Controls

In this unit students develop an understanding of food safety in Australia and the relevant national, state and local authorities and their regulations. They investigate the causes of food spoilage and food poisoning and apply safe work practices while preparing and preserving food.

Unit 4 - Food Product Development & Emerging Trends

Students examine food product development, and research and analyse driving forces that have contributed to product development. They investigate issues in emerging trends in product development. Students also investigate food packaging, packaging systems and marketing. The major part of this unit is the preparation and production of foods as part of a folio.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Unit 3 school assessed coursework – 18%
Unit 4 school assessed coursework – 12%
Unit 3 & 4 school assessed task – 40%
End of year examination – 30%

GEOGRAPHY

This study focuses on the geography of place and change. Geographers investigate the changing patterns of place using a range of geographical resources and skills. They observe, describe, explain and analyse patterns of phenomena which affect places at or near the surface of the Earth. Fieldwork is undertaken in each unit.

Structure / 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.

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. Students will investigate at least two human environments.

Unit 3 – Regional Resources

This unit investigates the characteristics of resources and the concept of region. The use, management and factors that influence the use of resources is investigated to ensure sustainability. Students will investigate the Murray-Darling Basin region and a local Australian resource.

Unit 4 – Global Perspectives

This unit investigates the geographic characteristics of global natural and human phenomena and responses to them. This unit also looks at the distribution patterns of selected global phenomena. Students will focus their studies on 2 global phenomena, one of which relates to human populations.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Unit 3 school assessed coursework – 25%
Unit 4 school assessed coursework – 25%
End of year examination – 50%

HEALTH & HUMAN DEVELOPMENT

Health and Human Development enables students to investigate health and human development in local, Australian and global communities. Students explore the concept of 'development' as a continuum, that begins with individual human development and progresses to a societal level as well as the various factors that impact on individuals and societies achieving optimal health and development.

Structure / Units

Unit 1 – The Health & Development of Australia's Youth

This unit examines the changes that occur in youth and the factors that influence health and individual development. Students identify a range of challenges and have the opportunity to investigate a challenge in detail.

Unit 2 – Individual Human Development & Health Issues

This unit explores health and development throughout the lifespan and factors that might influence optimal health and development. Students will also examine the organisation and delivery of health care in Australia.

Unit 3 – Australia's Health

This unit examines the range of factors which prevent Australians from achieving optimal health, with a major focus on nutrition. The role of Government and non-government organisations in implementing initiatives designed to promote health and development for will be investigated.

Unit 4 – Global Health and Human Development

This unit takes a global perspective on achieving sustainable improvements in health and human development. It looks at a range of strategies designed to help communities to achieve optimal health and development particularly in developing countries.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Unit 3 school assessed coursework – 25%
Unit 4 school assessed coursework – 25%
End of year examination – 50%

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 and cultures.

Structure / Units

Unit 1 – Twentieth Century History (1900-1945)

This Unit studies the first half of the twentieth Century - a period of significant change. Patterns of daily life in the twentieth century were to change as a result of political and social developments. This unit considers the way that societies responded to advances in science and technology and cultural expression and how they affected people's lives.

Unit 2 – Twentieth Century History (since 1945)

This unit will focus some of the major themes and principal events of post World War II and the ways in which individuals and communities responded to political, economic, social and technological developments in domestic, regional and international settings.

Unit 3 – Australian History - Imagining Australia

In Unit 3, students will study the European experience in Australia from the early years of Victoria through the nineteenth century, Federation and up to World War I.

Unit 4 – Australian History

The focus for Unit 4 is on Australian life in the Twentieth Century. The emphasis is on the ways in which Australians responded to the particular threats and whether this led to a rethinking of old certainties.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4. There is no restriction on the number of histories a student may study. Other units of History such as Revolutions Units 3 & 4 may be offered depending on interest and access to Distance Education.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Unit 3 school-assessed coursework – 25%
Unit 4 school-assessed coursework – 25%
End of year examination – 50%.

INDUSTRY & ENTERPRISE

This study focuses on work and its place in Australian industry and society. It recognises the vocational, economic and social aspects of work and encourages students to undertake a theoretical and practical investigation of these aspects. A key feature of the study is a requirement that students undertake work outside the classroom

All Year 10 students study this unit with Intermediate VCAL studying Unit 2

Structure / Units

Unit 1 – Workplace participation

This unit introduces a range of settings in which work occurs in Australia. Emphasis is placed on the skills and competencies required for effective and rewarding participation in the workplace. It also examines the changing nature of work, the concept of career development and life-long learning.

Unit 2 – Being Enterprising

This unit focuses on individuals and leaders being enterprising and innovative in industry. Exploration of the changing nature of work at a broader industry level is encouraged. The application of enterprise in the workplace is explored through work placement and the development of generic competencies and enterprise skills is an integral part of the unit. It is expected that students will undertake structured work place learning.

Entry

There are no prerequisites for entry to Units 1 or 2.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based.

INFORMATION TECHNOLOGY

Information Technology focuses on the processing of data and the management of information to meet a range of individual and societal purposes.

Unit 1 – Information Technology in Action

The focus of this unit is the study of how individuals and organisations use and can be affected by information technology in their daily lives. Students acquire and apply a range of knowledge and skills in manipulating data types to create solutions and will focus on networked information systems.

Unit 2 – Information Technology Pathways

This unit focuses on how individuals and organisations use and can be affected by information systems. This includes programming and problem solving.

There are two sequences in Unit 3 & 4 Information Technology which students may choose:

IT Applications

The focus for unit 3 is the World Wide Web and how it supports the information needs of individuals, communities and organisations.

In unit 4, students focus on how ICT is used by organisations to solve ongoing information problems and the strategies to protect the integrity and security of data and information.

Entry

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

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based.

Unit 3 school assessed coursework – 25%

Unit 4 school assessed coursework – 25%

End of year examination – 50%

LEGAL STUDIES

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

Structure / Units

Unit 1 – Criminal Law in Action

This unit focuses on criminal law. Students examine the need for laws in society and investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Different types of crimes and exploration of rights and responsibilities under criminal law will be studied through case studies. Students also consider the role of parliament and authorities in law making.

Unit 2 – Issues in Civil Law

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.

Unit 3 – Law Making

This unit focuses on the institutions, which determine laws, and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

Unit 4 – Resolution and Justice

This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution with a view to comparing and evaluating the operation of the various dispute resolution methods.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Unit 3 school-assessed coursework – 25%

Unit 4 school-assessed coursework – 25%

End of year examination – 50%.

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/economic context in which the text was produced, and the experience of life and of literature that the reader brings to the text.

Structure / Units

Unit 1

This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively.

Unit 2

The focus of this unit is on students' critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text.

Unit 3

This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

Unit 4

This unit focuses on students' creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Unit 3 school-assessed coursework – 25%

Unit 4 school-assessed coursework – 25%

End of year examination – 50%.

LOTE - INDONESIAN

The study of Indonesian develops students' ability to understand the culture and use the language of a country which is one of Australia's closest neighbours and to promote the strengthening business, tourism and education links with Indonesia.

Structure / Units

The areas for study common to Units 1 - 4 comprise of themes and topics, text types, kinds of writing, vocabulary and grammar. The themes and topics are designed to be studied in an integrated way to enable the students to demonstrate achievement of outcomes.

The text types, kinds of writing, vocabulary and grammar are linked both to each other and to the themes and topics. The common areas of study provide the opportunity to build upon what has been learnt as well as develop knowledge and skills in new and more challenging areas.

The themes are: The individual; The Indonesian speaking communities; The changing world. The themes have a number of prescribed topics and suggested sub topics. In Units 3 & 4, students are required to undertake a detailed study related to the themes and topics.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4. It is strongly recommended that students complete Year 10 and Units 1 & 2 before attempting Units 3 & 4.

Indonesian Second Language is designed for students who have learnt the only Indonesian they know in an Australian school. Students must complete application forms giving details of their background in Indonesian if they wish to enrol in this study.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Unit 3 school-assessed coursework – 25%
Unit 4 school-assessed coursework – 25%
End of year oral examination – 12.5%
End of year written examination – 37.5%

LOTE – JAPANESE

Japanese is one of the most widely taught languages from the Asia-Pacific region in Australian schools. It recognises the close economic and cultural ties between the two countries. Students will study modern standard Japanese in both written and spoken forms. Students should be familiar with informal and formal levels of language. Hiragana and Katakana syllabaries and a number of Kanji will be studied.

Structure / Units

The areas for study common to Units 1 - 4 comprise of themes and topics, text types, kinds of writing, vocabulary and grammar. They are designed to be studied in an integrated way to enable the students to demonstrate achievement of outcomes.

The text types, kinds of writing, vocabulary and grammar are linked both to each other and to the themes and topics. The common areas of study provide the opportunity to build upon what has been learnt as well as develop knowledge and skills in new and more challenging areas.

The themes are: The individual; The Japanese speaking communities; The changing world. The themes have a number of prescribed topics and suggested sub topics. In Units 3 & 4, students are required to undertake a detailed study related to the themes and topics.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4. It is strongly recommended that students complete Year 10 and Units 1 & 2 before attempting Units 3 & 4.

Japanese Second Language is designed for students who have learnt the only Japanese they know in an Australian school. Students must complete application forms giving details of their background in Indonesian if they wish to enrol in this study.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Unit 3 school-assessed coursework – 25%
Unit 4 school-assessed coursework – 25%
End of year oral examination – 12.5%
End of year written examination – 37.5%

MATHEMATICS

Mathematics is the study of function and pattern in number, logic, space and structure. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling and problem posing and 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.

Structure / Units

Students have a choice of 3 Mathematics at Units 1 & 2 Level and again for Units 3 & 4. There are no restrictions on the number of Mathematics units that can be counted as credit towards the award of the VCE; however there may still be restrictions on the number of units that may be counted towards your ATAR score.

Units 1 & 2 – Foundation Mathematics

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

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

Units 1 & 2 – General Mathematics & General Mathematics 'Advanced'

General Mathematics provides courses for diverse groups of students and may be implemented in a number of ways. The areas of study are "Arithmetic", "Graphs of Linear and Nonlinear Relations", "Algebra", "Geometry & Trigonometry", "Data Analysis and Simulation" and "Decision and Business Maths". General Mathematics 'Specialist' includes additional topics which support students who are also studying Mathematical Methods and those who intend to study Mathematics at Units 3/4.

Units 1 & 2 – Mathematical Methods

These units are designed in particular as preparation for Mathematical Methods Units 3 and 4. The areas of study are "Functions and Graphs", "Algebra", "Rates of Change and Calculus" and "Probability".

Units 3 & 4 – Further Mathematics

Further Mathematics consists of a compulsory core area of study 'Data Analysis' and then a selection of three from six modules on the 'Applications' area of study. 'Data Analysis' area of study contains the topics Univariate Data, Bivariate Data, Linear Graphs and Modelling, and Linear Relations and Equations. 'Applications' area of study contains the modules 'Number Patterns', 'Geometry & Trigonometry', 'Graphs & Relations', 'Business-related Mathematics', 'Networks & Decision Mathematics' and 'Matrices'.

Units 3 & 4 – Mathematical Methods

In these units, students will study 'Functions and Graphs', 'Calculus', 'Algebra', and 'Probability'.

Units 3 & 4 – Specialist Mathematics

Specialist Mathematics consists of the following areas of study: 'Functions, Relations and Graphs', 'Algebra', 'Calculus', 'Vectors' and 'Mechanics'.

Entry

There are no prerequisites for entry to Units 1 & 2, but it is advised that students attempting Mathematical Methods have completed Access Mathematics in Year 10.

Students studying Further Mathematics should have completed Units 1 & 2 of either General Mathematics or Mathematical Methods.

Students studying Mathematical Methods and/or Specialist Mathematics should have completed Units 1 & 2 of Mathematical Methods

Students intending to study Specialist Mathematics must also study Mathematical Methods.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Further Mathematics & Mathematical Methods

Unit 3 school assessed coursework – 20%

Unit 4 school assessed coursework – 14%

End of year examination 1 (Facts, skills & applications) – 33%

End of year examination 2 (Analysis task) – 33%

Specialist Mathematics

Unit 3 school assessed coursework – 14%

Unit 4 school assessed coursework – 20%

End of year examination 1 (Facts, skills & applications) – 33%

End of year examination 2 (Analysis task) – 33%

MEDIA

VCE Media has been designed to provide students with the opportunity to develop critical and creative knowledge and skills through individual and group design and production of media representations and products. Students will focus on the relationships between audiences, media, society and culture and the changing nature of media products, types and productions.

Structure / Units

Unit 1 – Representation & Technologies of Representation

In this unit students develop an understanding of the relationship between the media, audience, emerging technology and the representations present in media forms. Students also develop practical and analytical skills in a study of the production of media products.

Unit 2 – Media Production & the Media Industry

Students in this unit develop an understanding of the specialist production stages and roles within the organisation of media production. Students develop practical skills through undertaking assigned roles during their participation in a media production and analyse issues concerning the stages and roles in the media production process.

Unit 3 – Narrative & Media Production Design

Students will develop an understanding of how production and story elements have been used in film, television and radio fictional narrative forms to engage the audience. Students will explore technical exercises and make a plan for their media product in Unit 4

Unit 4 – Media Process, Influence and Society's Values

Students will make a media product in one of the following mediums: film, animation, print, radio or photography. Students will also analyse the relationship between society, audiences, media texts and values.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Unit 3 school-assessed coursework – 8%
Unit 4 school-assessed coursework – 12%
Unit 3 & 4 school-assessed task – 35%
End of year examination – 45%

MUSIC PERFORMANCE

This study develops intellectual, aesthetic and cultural understanding of the value and importance of music in group settings. As 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 / Units

Unit 1

This unit focuses building performance and musicianship skills. Students will present performances, demonstrate prepared work and perform previously unseen music.

Unit 2

This unit further develops skills in practical music and performance in solo and group contexts. It focuses on analysis of music being prepared for performance and devising original compositions.

Unit 3 & 4 - Group Performance

The focus of these units is on performing as a member of a group. Technical, creative and interpretation skills are developed for the presentation of a performance of music in a range of styles.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Unit 3 & 4 School Assessed Coursework – 30%
End of year aural & written examination – 20%
Unit 3 & 4 Group Performance examination – 50%

OUTDOOR & ENVIRONMENTAL STUDIES

This study explores the relationships humans have with the outdoor environment and how they are 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 / Units

Unit 1 – Exploring Outdoor Experiences

The unit provides an opportunity for students to explore outdoor experiences and how they differ from individual to individual. Factors that impact on motivation for exploring outdoor experiences will be studied.

Unit 2 – Discovering outdoor environments

This unit focuses on characteristics of outdoor environments, human impacts on outdoor environments and how changes to nature affect people. The focus shifts from the individual's personal relationship with the outdoor environment to society's interaction with the outdoor environment.

Unit 3 – Relationships with Natural Environments

The focus of this unit is the ecological, historical and social context of relationships between humans and outdoor environments in Australia. The impact of these relationships on outdoor environments is examined by reflecting on the changing nature of human interactions and relationships with and perceptions of the natural environment in Australia since human inhabitation.

Unit 4 – Sustainable Outdoor Relationships

This unit focuses on the sustainable use and management of outdoor environments. It examines the contemporary state of environments in Australia, considers the importance of the maintenance of outdoor environments and examines the capacity of the outdoor environment to support the future needs of the world's human population.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Unit 3 school assessed coursework – 25%

Unit 4 school assessed coursework – 25%

End of year examination – 50%

PHYSICAL EDUCATION

Physical Education examines the biological, 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.

Structure / Units

Unit 1 – Bodies in Motion

This unit explores how the body systems work together to produce movement and analyse this motion using biomechanical principles. The relationships between the body systems and physical activity are explored through activities.

Unit 2 – Sports Coaching and Physically Active Lifestyles

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching.

Unit 3 – Physical Activity Participation and Physiological Performance

This unit focuses on physical activity and sedentary behaviour from a participatory and physiological perspective. Various methods to assess physical activity and sedentary levels will be further looked at. The social-ecological model to identify a range of effective Australian strategies is explored.

Unit 4 – Enhancing Performance

In this unit, students undertake an activity analysis to investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Different techniques and practices that can be used to enhance performance will be evaluated.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Unit 3 school assessed coursework – 25%

Unit 4 school assessed coursework – 25%

End of year examination – 50%

PHYSICS

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. The development of practical skills in investigating physical phenomena is an essential part of all units.

Structure / Units

Unit 1

This unit focuses on the study of physics as human endeavour in which observations and ideas about the physical world are organised and explained. The unit covers the areas of light, nuclear and radioactivity and elective topics.

Unit 2

This unit focuses on the application of models to complex physical phenomena. The unit covers the areas of movement, electricity and elective topics.

Unit 3

In this unit, students will work on physics ideas basic to technology found in communications, commerce and industry: motion, electronics & photonics, structures & materials.

Unit 4

This unit covers interactions of light and matter, electric power and recording and reproducing sound.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4. In view of the sequenced nature of this study, it is advisable to do all units.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Unit 3 school-assessed coursework – 16%
Unit 4 school-assessed coursework – 24%
End of year examination – 60%

PRODUCT DESIGN & TECHNOLOGY

Product Design and Technology enables students to explore the design process and gain knowledge of materials and processes to create a product. Students also have opportunities to undertake production activities often related to industrial and commercial practices. Students will focus their study on Wood, Metal or Textiles

Structure / Units

Unit 1 – Product Re-design and Sustainability

Students will re-design an existing product or design and then produce or prototype and evaluate it using a structured approach to the design process. In doing so, students will gain an understanding of the properties of the materials used, the appropriate use of tools, equipment & machines and sustainability of designs.

Unit 2 – Collaborative Design

Students work together as members of a team to use the design process to develop a product or number of products based on a theme. Each team member will individually produce one of the products and consider the social, economic, ethical and environmental factors relating to the design and production.

Unit 3 – Applying the Product Design Process

Students gain an understanding of the role of the designer and how a designer develops a solution to a problem in an industrial setting. They then use this information and the design process to develop a product for a client.

Unit 4 – Product Development and Evaluation

This unit focuses on the analysis of existing products as well as the continued development, production and evaluation of a product which they make for their client.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Unit 3 school-assessed coursework – 12%
Unit 4 school-assessed coursework – 8%
School-assessed task – 50%
End of year examination – 30%

PSYCHOLOGY

Psychology is the scientific study of mental processes and behaviour in humans. Biological,

behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition.

Structure / Units

Unit 1- Introduction to Psychology

In this unit students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its fields of application.

Unit 2 – Self & Others

A person's attitudes and behaviours affect the way they view themselves and affect their relationship with others. Understanding what influences the formation of attitudes of individuals and behaviours of groups can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure, and responses to group behaviour.

Unit 3 – The Conscious Self

This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. Brain research methods are examined and different approaches of psychology are integrated.

Unit 4 – Brain Behaviour and Experience

This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours.

Entry

There are no prerequisites for entry to Units 1, 2 and 3, although prep work may need to be done for Unit 3. Students must do Unit 3 before Unit 4.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Unit 3 school-assessed coursework – 20%
Unit 4 school-assessed coursework – 20%
End of year examination – 60%.

STUDIO ARTS

Studio Arts encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of artmaking. The study establishes effective art practices through the application of an individual design process to assist the student's production of a folio of artworks. Students will focus their study on these units in photography.

Structure / Units

Unit 1 – Artistic Inspiration & Techniques

This unit focuses on using sources of inspiration and ideas as the basis for artworks and exploring a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form.

Unit 2 – Design Exploration & Concepts

This unit focuses on establishing and using a design process to produce artworks. The design process includes the use of sources of inspiration, experimentation with materials and techniques and the development of aesthetic qualities and potential solutions prior to the production of artworks.

Unit 3 – Studio Production & Professional Art Practices

This unit focuses on the implementation of the design process leading to the production of a range of potential solutions. Students use a work brief to define an area of exploration and apply a design process to explore and develop their ideas and produce a range of potential solutions. Professional art practices will also be explored.

Unit 4 – Studio Production & Art Industry Contexts

This unit focuses on the production of a cohesive folio of finished artworks. In developing this folio, students present visual and written documentation explaining how potential solutions generated in Unit 3 will be used to produce a cohesive folio. Students will also explore aspects of artists' involvement in the current art industry.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Unit 3 school-assessed task – 33%
Unit 4 school-assessed task – 33%
End of year examination – 34%.

VISUAL COMMUNICATION DESIGN

The study of VCD integrates designing for communication, environments and industrial products. It focuses on the purpose of drawing to support visual language to convey ideas, information and messages.

Structure / Units

Unit 1 – Introduction to Visual Communication Design

This unit focuses on using visual language to communicate messages, ideas and concepts. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts.

Unit 2 – Applications of Visual Communication Design

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design.

Unit 3 – Design Thinking and Practice

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists.

Unit 4 – Design Development and Presentation

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 before Unit 4.

Satisfactory Completion / Assessment

Satisfactory Completion of all units is through the demonstration of outcomes specified for each unit. Assessment of Units 1 & 2 is school based. Assessment of Units 3 & 4 is through:

Unit 3&4 school-assessed coursework – 25%

Unit 4 school-assessed task – 40%

End of year examination – 35%.

VCAL

VCAL is an alternative to VCE. To receive the VCAL certificate, students need to complete units from each of five areas. Further information on VCAL structure is on page 7 & 15.

Structure / Units

Literacy

The purpose of this unit is to enable learners to develop skills and knowledge to read and write a range of texts on everyday subject matters, particularly with regard to their proposed employment pathway. The unit concentrates on practical tasks related to reading and writing for self expression, practical purposes, attaining knowledge and for public debate.

Numeracy

Students will be enrolled in Unit 1 & 2 of VCE General or Foundation Mathematics. Senior VCAL students will study Senior VCAL Numeracy or Units % Further Maths if blocking allows.

Work Related Skills

This unit is aimed at developing 'employability' skills. Intermediate students will study Industry and Enterprise Unit 2 over the year as well as undertake work placement related to their chosen VET certificate. Senior students will select either a VCE unit (from the Technology Domain or Outdoor and Environmental Studies) or will study Senior VCAL Work Skills..

Industry Specific Skills

To satisfy the requirements of this unit, all students will select and complete a VET certificate or a School Based Apprenticeship or Traineeship.

Personal Development

The aim of this unit is to develop communication skills, teamwork, self confidence, self esteem and respect for others and the community. Students will be involved in community projects, organisation of their own activities as well as units relating to their own personal health and independent living. Personal development will be organised for all VCAL students (foundation, intermediate & senior) around themes which will link to their VET and work placement.

Entry

Students may enter VCAL at any level: foundation, intermediate or senior, but must be aware that undertaking this program will make it difficult to enter VCE and successfully complete it in two years.

Satisfactory Completion / Assessment

Satisfactory completion is through the demonstration of the outcomes specified for each unit. These outcomes will be assessed using a range of assessment methods which are suited to applied learning

VET COURSES

The following list of VET courses are available to student. The Careers Office has further information regarding each course including the course content, course location and material costs. Please be aware that if a VET course does not have enough enrolments, then it will not run.

VET courses on offer for 2012:

- Aged and Disability Care
- Agriculture
- Animal Studies
- Automotive
- Bricklaying
- Business
- Cabinet Making
- Carpentry
- CISCO Networking
- Civil Construction
- Community Services –Childrens Services
- Conservation & Land Management
- Dance
- Electrical
- Engineering & Metal Fabrication
- Events
- Graphic Design
- Hairdressing
- Horticulture
- Hospitality
- Information Technology
- Interior Decoration
- Justice
- Landscaping
- Make –up Services
- Massage
- Music
- Outdoor Recreation
- Painting & Decorating
- Photography
- Plumbing
- Radio Broadcasting
- Renewable Energy
- Stablehand
- Web & Animation

GLOSSARY OF TERMS COMMONLY USED IN VCE.

Victorian Curriculum & Assessment Authority (VCAA)

A Victorian State Government authority responsible for conducting the VCE, among other things.

Coursework Assessment

The assessment of work, done mainly in class time, to establish how a student is performing in Units 3 and 4. It must conform to the Study Design.

Australian Tertiary Admissions Rank (ATAR)

NOTES AND PLANNING PAGE

It is the overall ranking on a scale of 0 – 100 that a student receives, based on study scores (see below). The ATAR is used by universities and TAFE institutes to select students for their courses.

General Achievement Test (GAT)

A test that is done by all students doing a Unit 3 and 4 sequence. It is used by the VCAA to check that schools are marking school-assessed tasks to the same standard. It doesn't count towards the VCE, but GAT results are reported with the Statement of Results.

Learning Outcomes

What you must know, or be able to do, by the time you have finished a unit.

Satisfactory completion

In plain language, this means that you have passed a unit. You get an 'S' for the unit. If you do not satisfactorily complete a unit, you get an 'N' for it.

School-assessed task

A task done in school to assess performance in Units 3 and 4, set and marked by teachers according to VCAA guidelines.

Semester

One half of the academic year (two terms). Most units last for one semester.

Sequence

A continuous study of the same subject, i.e. Units 3 and 4 combined.

Statement of Results

A set of documents which formally state the results achieved in the VCE.

Studies

The subjects available in the VCE

Study Design

The description of the content of a study, and how students' work is to be assessed. A Study Design for each VCE study is published by the VCAA. Schools and other VCE providers must adhere to the study designs.

Study Score (Relative Position)

A score from 0 to 50 which shows how you performed in a study, relative to all other Victorian students doing that same study. It is based on your results in school assessments and examinations.

Units

The parts of a study. There are usually four units in a study, numbered 1, 2, 3 and 4.

Vocational Education and Training (VET)

This refers to an expanding range of nationally recognised vocational studies now integrated within the VCE.

Victorian Certificate of Applied Learning (VCAL)

A certificate of Applied Learning which can be studied as an alternative to VCE.