

WELCOME TO THE SENIOR YEARS

Dear Students,

I extend a very warm welcome to all of those students embarking on their final years of secondary schooling. Our College provides exciting opportunities for all students to achieve their individual goals and aspirations.

Taking a positive and responsible approach to learning, taking advantage of the experiences on offer, being highly motivated and prepared to put in the hard work will inevitably lead to a successful outcome.

The timetable is methodically organized so that all students can attempt subjects at a higher level. Don't be afraid to take risks, and extend yourself.

Remember we offer a comprehensive curriculum including an extensive range of VCE subjects as well as an excellent selection of Vocational Education and Training units. In fact past experience indicates that our College caters for the diverse needs of all students; those wishing to go to University, those who want to attend a TAFE College, those aiming at an apprenticeship or traineeship and those seeking employment.

The staff work exceptionally hard to foster a caring learning environment which emphasizes self discipline, respect and the importance of taking personal responsibility for your actions.

We, in fact, pride ourselves on being a considerate, nurturing community so please ask for assistance if there are issues or concerns. It is essential that you are happy and contented because this will help you to be successful.

Enjoy your time in the senior part of the College. Take advantage of the opportunities to develop new skills, knowledge and personal qualities that will hold you in good stead for the future. Strive to achieve your full academic, physical and social potential.

Throughout your senior years, you will make many friendships and create lifelong relationships with many of your peers and teachers.

Best wishes for the future. Remember the following quotes.

"Nothing is achieved without effort"

"Only those who dare to fail can ever achieve greatness."

"Achieving starts with believing."

Geoff Sawyer
Principal

Key Personnel in the College for V.C.E. Students

To contact these people, ring the General Office on 53524177

Principal	Geoff Sawyer
Assistant Principal	Peter Brennan
Business Manager	Dennis Higgins

V.C.E. Team

Coordinators	Geoff Parkinson	(VCE)
	Lee-Anne Sherwell	(VCE)
	Garry Eason	(VCE)
	John Young	(Year 10)
	Sue Canty	(Year 10)

VET, MIPS, Advocacy	Lee-Anne Sherwell
Curriculum Coordinator	Valerie Lobry
Careers & Work Placement	Andrew Sherwell

Welfare - Coordinator	Gaye Williams
- College Chaplain	Philip Stevens
- College Nurse	Laura McDougall

Subject and Course Specific Staff

English	Sue Lay
Mathematics	Geoff Parkinson
Science	Sam Hoffman
French	Sheila Baxter
Outdoor Education	Glen Esnouf
Physical Education	Michael Spalding
I. T. Application	Wayne Suffield
Technology (Wood, Auto, Engineering)	John Young/Chris Reynolds
Technology (Food)	Kerri McMahon
Technology (Textiles)	Gaye Williams
Health & Human Development	Barb Shannon
Commerce	Garry Eason / Peter Brennan
Art	Sheryl Lugg / Julie Anderson
Visual Communication	Bryan J. Kennedy
Media	Wayne Suffield
Music	Peter Baxter
Drama	Wendy Taylor
History	Lee-Anne Sherwell
VET Music	Peter Baxter
VET Hospitality	Lee-Anne Sherwell
VET Cluster Subjects	Lee-Anne Sherwell
VET Community Services	Lee-Anne Sherwell
VET Building Construction	Glenn Gough

V.C.E. (VCAA) Victorian Curriculum Assessment Authority

This handbook will provide you with:

- Victorian Curriculum and Assessment Authority requirements.
- A checklist for course selection.
- Subjects offered
 - V.C.E. (Victorian Certificate of Education)
 - V.E.T. (Vocational Education Training)
 - V.C.A.L. (Victorian Certificate of Applied Learning)
 - Enhancement University Studies

V.C.E. Course Structure

Full time students at Year 11 are expected to undertake **12** V.C.E./V.E.T. Units.

Full time students at Year 12 are expected to undertake a **10** V.C.E./V.E.T. Units.

Checklist for Course Selection

Points for discussion with your Parents, Teachers, Level Co-ordinators and your Careers teachers.

- What are your interests, possible careers, and courses you will need to consider?
- Have you checked the information provided by the careers office?
- Do you realise that VET units will also give you an additional certificate?
- What units of study do you need for:
 - The course of study you have chosen?
 - The careers you have chosen?
 - To obtain the qualifications you need?
 - To meet VCAA requirements?
- Are you really clear why you have selected these units?

If not **please seek help.**

V.C.E. /VCAL POLICY STATEMENT

Introduction

The following is the policy and requirements, which apply to all VCE and VCAL students at the Ararat College.

The Ararat College applies the following principles in delivering the VCE/VCAL programs:

- our policies and practices aim to be informative, fair and reasonable and as far as possible, to assist students to succeed at their VCE or VCAL.
- if teachers and the College have made reasonable efforts to assist students to succeed, then students must accept the ultimate responsibility for their own actions and behaviour.
- in fairness to all students and teachers, there needs to be consistency in the way key procedures are carried out.
- students and parents need to be supplied with clear feedback, both positive and negative, about the student's progress.

This policy includes the Victorian Curriculum and Assessment Authority (VCAA) rules and requirements as well as those from the College.

Victorian Curriculum & Assessment Authority

Students must ensure that all unacknowledged work submitted for Coursework is genuinely their own.

Students must acknowledge all resources used, including:

- text and source material
- the name(s) and status of any person(s) who provided assistance and the type of assistance provided.

Students must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:

- the incorporation of ideas or material derived from other sources (eg. by reading, viewing or notetaking) but which has been transformed by the student and used in a new context.
- prompting and general advice from another person or source which leads to refinements and/or self-correction.

Unacceptable forms of assistance include:

- use of, or copying of, another person's work or other resources without acknowledgment.
- actual corrections or improvements made or dictated by another person.

Students must not submit the same piece of work for assessment more than once.
Students are expected to observe the rules and instructions for VCE/VCAL. Disciplinary provisions will be implemented when the need arises.

Students who knowingly assist other students in a Breach of Rules may be penalised.

In addition to observing these rules of the VCAA, students must also observe the rules of the College.

NB. A student who uses a computer to produce Coursework assessment is responsible for ensuring that:

- there is an alternative system available in case of computer or printer malfunction or unavailability.
- work is saved onto a back-up file. The back-up file should not be stored with the computer.

Ararat College Rules And Requirements

Information for Students

The minimum requirement for a student's program for the award of the VCE is satisfactory completion of 16 units which include

- 3 units of English studies, 2 of which must be Unit 3 and 4.
- 3 sequences of Units 3 and 4 other than English

VCAL students may operate at Foundation, Intermediate or Senior levels, dependent on the advice given by the VCAL teaching team.

Subject information is listed in the Senior Course Handbook.

School Assessed VCE Coursework/Tasks (SACs/SATs) and VCAL Tasks

School Assessed Coursework/Task – a section of work completed by a student that is graded by the class teacher. For a satisfactory completion of a unit a student must satisfactorily complete all SACs and SATs. Satisfactory completion of all SACs and SATs will be indicated by S.

Teachers and students are expected to keep records of work set and when it is completed. **Feedback is available on outcome grades to students, but an "S" must be gained in all SACs and SATs specified in the unit in order for students to pass a subject.**

- Coursework assessment is an assessment of each student's level of achievement based on a selection of the ASSESSMENT TASKS designated in the study design. This must be part of the regular teaching and learning program and must be completed mainly in class time. They are to be completed within a limited timeframe and the scope of each task is restricted.
- The College is responsible for administering and assessing coursework.

- **Task Selection**

All students will do the same task or students may be allowed to select the task based on what suits the teaching program, resources available and the needs and interests of students. There should be consistency within similar subject areas.

- **Timelines and Deadlines**

Students are to be provided with the completion dates for all assessments at the start of the year. Dates will be stated in terms of "week ending...". Specific details of the task should only be given just prior to the starting date.

Students must be given ample warning regarding changes to submission dates.

Work not submitted by the specified date may be accepted or not, and awarded NA unless Special Provision applies.

- **Word Ranges**

Teachers should refer to sections on word limits for school-assessed tasks as advice to ensure consistency and fairness for all students.

- **Student Absence** – See relevant section

- **Conditions for coursework assessment**

Most tasks are to be completed mainly in class time. In allowing students to complete part of their work out of class time (eg. computer use), teachers must be able to authenticate that work.

- **VET Assessment**

Assessment of outcomes and competencies for completion of VET modules for VET Certification need to follow specified requirements in the particular vocational area as outlined in Industry Documents.

Appropriate record-keeping systems for recording assessments will be kept by staff. Progress and end of unit reports will be provided for students.

In VCE a SAC or SAT has the same status as an examination.

Students must retain work completed in class until the end of February, the following year.

Satisfactory Completion

- A student must demonstrate achievement in each of the outcomes for the units that are specified in the study design based on the teacher's judgement of the student's performance on assessment tasks (SACs and SATs) designated for the unit.
- The judgement of satisfactory completion is a College responsibility.
- The work meets the required standard as described in the outcomes.
- The work is submitted on time.
- The work is clearly the student's own.
- There has been no substantive breach of rules.

These rules will also apply to VCAL students.

A student **may not** be granted satisfactory completion if:

- The work is not of the required standard as described for the SACs and SATs.
- The student has failed to meet a College deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision.
- The work cannot be authenticated or there has been a substantial breach of rules including **College attendance** rules.

SAC/SAT Completion Dates

- Students achieve outcomes by successfully completing assessment tasks. Most of this work will be completed in class.
- Students must accept responsibility to attend outcome assessment sessions. If a student anticipates that she/he will not be able to attend an outcome assessment task, she/he is expected to make an early application in a proper manner for an alternative date from the Year Level Co-ordinator and the subject teacher.
Deliberate non-attendance to gain extra preparation for a SAC may lead to an "N" for that task.
- **If a student is absent from a SAC, a medical certificate/statutory declaration/parent note must be provided on the day of returning to school, otherwise the SAC result will be N/A. The task will still need to be completed within five days to qualify for an S.**
- **Missed SACs will usually be completed after 3:30pm on a day to be determined and supervised by the Year Level Co-ordinator.**
- If a student does not attend this alternative date parents /guardians will be invited to discuss the ramifications of their student's actions.

Redemption

Where a student completes a SAC or SAT marked as an "N" then she/he has **one** opportunity per task at the designated date to redeem to an "S" standard. **However, the student's mark must remain at the original grade.**

Where a student needs to redeem work, the student's parent or guardian will be informed.

Redemption must be carried out by the student within five days of being notified by the subject teacher.

In the case of a student being absent and no note/explanation is provided, the student will attend redemption classes supervised by the Senior Coordinators to make up the time missed. These sessions will take place either during lunchtimes or after school. Class teachers will provide details of work missed.

Moderation

Where applicable, faculties will moderate student's outcomes.

Appeals

Students will be able to make appeals to the Course Management Committee, consisting of the Principal/Assistant Principal, KLA Leader, subject teacher and the Year Level Co-ordinator, against "N" decisions. Appeals are serious matters.

Unsuccessful Completion of a VCE Unit

In this situation there will be consultation between student/parent (or guardian) and the VCE Course Management Committee to decide whether it is appropriate for that student to progress to the next unit. **Progression will not necessarily be automatic.**

Please note that a failure to complete normal classwork/homework to the subject teacher's satisfaction may lead to an "N" for that unit.

Attendance

The College provides the 50–60 hours of classwork required by the VCAA and it is College policy that VCE and VCAL students attend school ALL DAY, EVERY DAY. Selective absences from classes will not be tolerated under any circumstances.

It is important for the student to receive the guidance and assistance necessary to complete all work requirements and to fulfil the conditions necessary to establish verification of the student's work.

If a student misses any classes, a written explanation of the absence (or Medical Certificate or documented compassionate/legal reason) should be given immediately on return to the College by the student to the Year 11 or Year 12 Co-ordinator(s).

It is the decision of the Co-ordinator(s) as to whether the absence will be approved or non-approved.

After 5 unexplained absences in any particular subject a letter will be sent home which will explain to the student and parent(s)/guardian the consequences of continuing to be absent. Parent(s) or guardian will be requested to make an appointment with the Co-ordinator(s) to discuss the situation. The subject teacher will also speak with the student re progress, reason for absences and the consequences of continuing to not attend class.

If a student has non-approved absences for more than 5 classes of any one unit in a semester she/he may be awarded an N for the unit even if the student has completed all set tasks in that unit. In special cases this may be modified after consideration by the VCE Course Management Committee. The student and a parent/guardian will be required to attend.

If a student believes that she/he is going to miss substantial time in future she/he should make this known to the Year 11/12 Co-ordinator(s).

Students must attend at least 80% of all scheduled classes in each subject unless there are extenuating circumstances.

Lateness

Students are expected to be in class **BEFORE** the starting time of classes for periods 1, 3 and 5.

Students who are in the Years 11/12 locker area after the starting time will:

- **be warned.**
- **for repeated offences, be given lunch and/or after-school detention.**
- **place the satisfactory completion of VCE at risk.**

Students who are late to school will be required to sign the late-book, located in the General Office area.

VCE/VCAL Sign-out Book (Year 12 only)

This is located in the VCE Office and must be signed when leaving and returning to the school grounds.

There will only be one day per week where Year 12 students will be permitted to leave the school yard during lunchtime.

Students are not permitted to leave the school grounds during class time, recess or study periods. A note is required for special circumstances.

Examinations Units 1 and 2

Formal exams are held at a designated exam centre for every Unit 1 and Unit 2 VCE subject in both June and November. These exams are seen as important practise for Units 3 and 4. As such it is expected that students will sit exams for all of their subjects, prepare for exams appropriately and treat the experience seriously.

Any student who disturbs the atmosphere of the exam venue or refuses to take a serious approach during the exam will be asked to leave by the supervising staff and their exam paper will be cancelled or reviewed by the teacher concerned.

Any student who does poorly on an exam due to unpreparedness or lack of seriousness will be interviewed by the VCE Course Management Committee.

The exams are an important learning process in Year 11 and all students must make the most of the opportunity provided by the College.

Examinations Units 3 and 4

These exams will follow VCAA guidelines.

Exam timetables for June and November will be given to students at a later date.

It is expected that students will sit exams for all of their subjects, prepare for exams appropriately and treat the experience seriously.

Official Documents

- All VCE and VCAL enrolments and school-based assessments are entered via the VASS computer system. From time to time, official enrolment detail sheets and assessment summary sheets are issued to students.
- It is each student's responsibility to examine these carefully, checking for any errors, and to inform the Year 11/12 Co-ordinator(s) **immediately** if a mistake is detected. Errors, if not corrected, may hinder a student's tertiary prospects.
- **All course changes, including deletion of units, must have the approval of the Year 11/12 Co-ordinator(s), and be registered officially on the VASS computer system. A note from a parent/guardian is also essential.**
- A change of address or name must likewise be notified.

Special Provision

Special provision may be granted for:

- Students who experience significant hardship during their VCE studies.
- Students with physical disabilities or impairments.
- Students from non-English speaking backgrounds.
- Students who are deaf or hearing impaired.
- Aboriginal students whose first language is not English.

Such students may be granted extra time to complete SACs and SATs as outlined in the VCE Administrative Handbook.

For examination purposes at Year 12 Special Provision will not be granted to students who have existing or long-term medical conditions. However, these students may be granted Special Examination Arrangements by the VCAA on application.

Scheduled Study Periods

During study periods students are expected to work to their maximum in an agreed location; either in the College library, in the VCE Centre.

Any changes must be negotiated with, and approved by, the Co-ordinator.

- **The Library**

The library is a quiet area for study. All work done here is on an individual basis only.

- **The VCE Centre**

This area may also be used by groups of, **preferably four or less students.**

Reading of novels etc. is encouraged but must be done in a separate area eg. lounge chair. (Not as part of a group.)

Travelling in Cars Driven by Students

1. Students are not permitted under any circumstances to transport other students in private cars in connection with any school program or function whether held during normal school hours or at other times.
This includes during lunchtimes, study periods and recess.

2. For safety reasons students are not permitted to drive on to the school property, or to park cars in the school grounds. Street parking in Laby Street is the preferred parking option.
3. Applications to vary the policy for students with disabilities will be considered by the college principal on a case by case basis.
4. Siblings are permitted to be transported by students in private cars but names must be included on the "**Application to drive a motor vehicle**" form.

Uniform

Students are expected to wear school uniform. A note from a parent/guardian is required when a student is not in appropriate school uniform.

Year 12 students are permitted to wear the Year 12 jumper and polo top as alternatives to the prescribed school uniform.

Please note that cargo pants and sports footwear are not part of the College uniform. The Uniform Policy clearly indicates plain black shoes.

CURRICULUM

What is Offered?

Most of the courses contained in this booklet are offered at this College. Some, however, can be accessed from the other members of the VET Cluster.

VCE subjects carrying the "VET" (Vocational Education and Training) tag have extra advantages. These courses, as well as being VCE subjects, also result in an additional certificate - equivalent to a TAFE Training Certificate. These qualifications are recognised nationally by employer groups and training institutions. Courses with the VET tag may also have a workplace learning component which is becoming increasingly sought by employers and seen as very useful even for those who will complete tertiary studies. Some completed VET courses may also attract a 10% bonus towards the students Equivalent Tertiary Entrance Rank (ENTER).

What Type of Course Can I Choose?

Year 11 student may do a Unit 3/4 subject

This gives an early entry into a Year 12 program and provides a sixth subject. This allows for the maximum 4 primary scores and 2 10% bonus subjects to be calculated for a student's ENTER score.

Year 10 students may choose one Unit 1/2 subject

This gives Year 10 students early entry into the VCE, giving them valuable experience, plus allows them to cover more of their interest areas. Also this subject can be continued at 3/4 level the following year.

Year 10 and Year 11 Students may also choose a VET subject

This will widen a student's program; allow the attainment of a nationally recognised certificate as well as their VCE. It also provides valuable on the job learning.

Starting a VET program at Year 10 allows students to either finish before starting Year 12 or spreading the course out over three years.

Year 11 and 12 Students may undertake the Victorian Certificate of Applied Learning (VCAL)

This is an alternate course to VCE. The College is currently developing a more project based structure to the VCAL course.

Enhancement Studies

Enhancement Studies are University subjects that may be attempted by Year 12 students attending Ararat College. A University subject counts as a student's **sixth** V.C.E. Study.

To attempt an Enhancement Study a student:

- must be in Year 12
- may either do the Course by attending selected secondary schools or by Distance Education (correspondence).
- must have excellent results in the area of study
- must have five VCE studies
- must be approved to do the subject by a committee of three staff, which will include the Principal and the Year 12 Co-ordinator.

Possible Areas of Study

Art, History, Politics, German, Japanese, English Literature, Music, Philosophy, Maths, Physics, Chemistry, Psychology, Biology, Accounting, Business Information Systems.

For further information please see the Careers Teacher.

VCAA Requirements

The V.C.E. is designed to be a flexible course of study and give a balanced education. It is taken over 2 or 3 years (but can be completed in up to 7 years).

To be awarded the **VCE Certificate** a student must *satisfactorily complete* at least **16 Units**, which may include an unlimited number of V.E.T. Units. You must attain:

- ◆ **3 Units of English**
- ◆ **3 other sequences of Units 3 and 4**

VCAL Eligibility

- ◆ A minimum of ten (10) credits.
- ◆ A minimum of two (2) VCAL unit credits.
- ◆ A minimum of six (6) credits at the award level of VCAL enrolment, of which one (1) credit must be for literacy and one credit must be for a VCAL Personal Development Skills unit.
- ◆ In the Literacy and Numeracy strand, at least one (1) credit for literacy and one (1) credit for numeracy.
- ◆ In each of the three (3) remaining strands, at least one (1) credit in each.

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL) - 2010

The Victorian Certificate of Applied Learning is the alternative 'Hands-on' option for Year 11 and 12 students. A combination of practical experience as well as literacy and numeracy skills gives students the opportunity to develop personal skills that are important for life and work.

Most students choosing to do VCAL are probably more interested in gaining an apprenticeship/traineeship/employment or possibly going to TAFE. A combination of VET and TAFE Certificate modules, make this course ideal for students who require an alternative to VCE.

VCAL is a one year qualification. Successful completion will give a student a senior certificate with a statement of results in the completed areas of study. Students can begin VCAL in Year 11 **or** Year 12 and it runs at three levels to suit a student's needs.

The compulsory subjects to study the VCAL are: Literacy, Numeracy, Work Related Skills, Personal Development Skills and an Industry Unit. Each student must have a total of at least 10 credits to complete the VCAL. One credit = one semester unit. This course will be project based giving students the opportunity to apply skills to school and community building projects and work placements.

Entry to this certificate is through interview with both students and parents.

VOCATIONAL EDUCATION AND TRAINING (VET) SUBJECTS - 2010

1. The Pyrenees-Grampians Vocational Education and Training Cluster consist of Ararat College, Lake Bolac College, Marian College and Stawell Secondary College, providing exciting vocational training opportunities for all senior students.
2. Vocational Education subjects generally involve:
 - the completion of a certificate which is a nationally recognized qualification;
 - on the job training in the form of Structured Workplace Learning (SWL);
 - a 2 or 3 year course.
3. These subjects are a normal part of a VCE or VCAL study program. As a general rule, every 100 hours of VET training equates to one VCE/VET unit contribution towards a student's study program. These programs also contribute towards an ENTER score for tertiary entrance.
4. Vocational Education and Training subjects will be dependent on demand from students and where this demand is centred. For example most schools in the Cluster offer a number of subjects within their school timetable, while some VET programs have shared access. Other VET courses are delivered externally within the region.
5. The form of delivery will vary according to the requirements of each subject. Some parts of a course may be delivered in a TAFE institution, at a secondary school, via the internet, through on-the-job training, or a combination of these.
6. The delivery costs of VET programs are met by DE&T subsidies, school funding and individual VET student levies. The aim of the Cluster is to ensure that access to VET programs is available to all interested students.
7. Consult your VET Coordinator for further information on any studies listed here, or the Pyrenees Grampians VET Cluster Coordinator:

Details of these subjects are available in the VET Handbook

SCHOOL BASED APPRENTICESHIPS

Senior students have the opportunity to begin an Apprenticeship at the same time as they complete their secondary schooling.

Students have the opportunity to undertake an **employment-based** pathway program in conjunction with their senior school certificate, whether they are studying for the VCE or VCAL. This pathway program is known as the **School Based Apprenticeship (SBA)** program, and the students undertaking the program are often referred to as **trainees** by employers.

To undertake an SBA, it is essential that a student be employed on a part-time basis, and undertake a Vocational Education and Training (VET) certificate relevant to their work. The successful completion of this program enables students to achieve two certificates, a VCE or VCAL **and** a nationally accredited VET certificate. In addition, the student leaves school with a paid work history.

Delivery Mode:

Students participate in a negotiated structured training program delivered in partnership between the workplace, the Registered Training Provider and the school. Students commencing a SBA at the start of year 10 generally undertake one day per week in the workplace over three years. Students commencing in year 11 often need two days per week to gain the required number of workplace hours over the two year VCE period.

Apprenticeship or Traineeship Industry areas:

Agriculture	Furnishing
Automotive	Business Administration
Clothing and Design	Horticulture
Community Services	Hospitality
Electronics	I.T. Application
Engineering	Retail Operations
Food Processing (Wine)	Sport and Recreation

V.C.E. Curriculum

All subjects offered at Year 11 (Units 1 & 2) and Year 12 (Units 3 & 4) unless indicated otherwise.

<u>Subject</u>	<u>Page</u>
Accounting	19
Art	20
Biology	21
Chemistry	23
Design and Technology (Engineering, Metal, Textiles and Wood)	26
Drama	27
English Group – English	28
English – Literature	29
Food	30
Health and Human Development	31
History – Twentieth Century (Units 1 and 2)	32
History – Australian (Units 3 and 4)	33
I. T. Application	34
Legal Studies	35
Lote - French	36
Mathematics Pathways	37
Mathematics – Further (Units 3 and 4)	38
Mathematics – General (Units 1 and 2)	38
Mathematics – Methods	39
Mathematics – Specialist (Units 3 and 4)	40
Media	41
Music - Performance	42
Outdoor and Environmental Studies	43
Physical Education	44
Physics	45
Psychology	47
Studio Art	48
Systems Engineering	49
Visual Communication and Design	50

VET SUBJECTS DELIVERED BY ARARAT COLLEGE

(subject to sufficient numbers)

These subjects are timetabled as part of the VCE blocks and will be dependant on staff available at the College.

- VET Automotive (Technology Studies)
- VET Building and Construction
- VET Community Services (Children's Services)
- VET Engineering Studies
- VET Hospitality (Operations)
- VET Music Industry Skills

VET SUBJECTS DELIVERED BY THE PYRENEES-GRAMPIANS CLUSTER

These subjects are outside the timetable and delivered by a variety of means determined by the Pyrenees-Grampians Cluster.

VET courses can be very expensive so students undertaking them must be committed. There will be significant cost involved that need to be met by the student.

Before selecting these subjects students ***must consult with Mrs Sherwell in regard to any special needs like travel, extra costs, etc.***

- VET Agriculture
- VET Equine Industry
- VET Food Processing (Wine)
- VET Hair and Beauty
- VET Office Administration
- VET Retail Operations
- VET Sport and Recreation

For details of VET subjects – see VET Handbook

ACCOUNTING

UNIT 1

Establishing and operating a service business

This unit focuses on the establishment of a small service business and the accounting and financial management of the business. It involves the processes of gathering, recording, reporting and analysing financial data and information.

UNIT 2

Accounting for a trading business

Students use a single entry recording system for the recording and reporting of cash and credit transactions involving stock. They use financial and non-financial information to evaluate the performance of a business and suggest strategies to improve the overall performance of that business.

UNIT 3

Recording and reporting for a trading business

Students are introduced to a double entry system of recording for a trading business, operated by a sole trader using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

UNIT 4

Control and analysis of business performance

This unit provides an extension of the recording and reporting processes from Unit 3. Students learn about the role of budgeting for the business and complete budgets for cash, financial performance and financial position. They also evaluate the information prepared and analyse the results in order to suggest strategies to the owner.

ART

In all four units of Art offered in VCE students will be expected to examine artists in different societies and cultures and develop their own points of view obvious the meanings and messages of the studied artworks.

Students will also apply for frameworks to document and reflect on their own ideas and art making. Their practical work will explore areas of personal interest and show an appreciation for the characteristics and qualities of different materials.

Each of the four units has two areas of study and both areas are equally weighted for assessment.

UNIT 1

Art and Meaning

Students will look at contemporary and historical artworks and interpret them using the formal and personal frameworks.

Art Making and Personal Meaning

By creating artworks based on individual interest students will be introduced to a range of materials, skills and concepts and be expected to produce a collection of artworks.

UNIT 2

Art and Culture

Students will explore and investigate the ways in which the world and the artist have changed over time and the factors that have influenced these changes.

Art Making and Cultural Expression

Students will experiment with areas of personal interest that is related to cultural identification. Technical and artistic development using a range of media and materials will be demonstrated in the finished artworks.

UNIT 3

Interpreting Art

Students undertake research to support an analysis of artworks produced before 1970 and artworks produced since 1970.

Investigating and Interpretation through Art Making

Students will develop their own art responses inspired by ideas, concepts and observations. At the completion of this unit the artworks should reflect an appreciation for the analytical framework.

UNIT 4

Discussing and Debating Art

Students will discuss and debate art issues such as the varying interpretation of the role of Art in society. They will refer to a range of resources and commentaries to examine and debate opinions and arguments to understand artists and artwork.

Realisation and Resolution

On the completion of this unit students will have completed a body of work that communicates ideas, directions and personal concepts. The exploration of materials and working practices will be documented and reflect a sound appreciation for correct techniques.

BIOLOGY

UNIT 1

Organisms in their Environment

Why would you find a Red Back on the toilet seat, how did you know it was there? Should we shoot feral cats or have they become a necessary part of Australian food chains. If these ideas interest you, then Biology is your subject. This unit looks at the way living things detect changes in their environment and respond to them, communicate between themselves and with other species, and the way nutrients cycle through the environment. It will include at least one field trip.

UNIT 2

Unity and Diversity

Ever wondered how your body works on a cellular level, or how the air you breathe gets to your big toe? Are animals and plants really so different? This unit looks at the requirements for life; from the single cell to the whole body. The circulatory, digestive and reproductive systems are considered in depth. This is an introduction to Biochemistry and an excellent grounding for Year 12 Biology.

UNIT 3

Signatures of life

In this unit students consider the molecules and biochemical processes that are indicators of life. They investigate the synthesis of biomolecules and biochemical processes that are common to autotrophic and heterotrophic life forms. Students consider the universality of DNA and investigate its structure; the genes of an organism, as functional units of DNA and code for the production of a diverse range of proteins in an organism.

Students investigate the significant role of proteins in cell functioning; how technological advances have enabled scientists to determine differences in the molecular structure of proteins, how the structure of a protein relates to its function in an organism's tissues, and how technological advances have given rise to applications such as the design of proteins for specific purposes. Students consider advances in proteomics applied, for example, to medical diagnosis and the development of specific proteomic medications, new pharmaceuticals, nutraceuticals and vaccines.

Students investigate how cells communicate with each other at molecular level in regulating cellular activities; how they recognise 'self' and 'non-self' in detecting possible agents of attack; and how physical barriers and immune responses can protect the organism against pathogens.

Students consider the technological advances that have contributed to our knowledge and understanding of molecular biology, they come to understand the dynamic nature of

Science. They investigate how the development of bioinformatics makes it possible to store and analyse large volumes of biological information.

Students apply concepts relating to cell structure and function, the needs of cells and their activities.

UNIT 4

Continuity and change

In this unit students examine evidence for evolution of life forms over time. Students explore hypotheses that explain how changes to species have come about. In addition to observable similarities and differences between organisms, students explore the universality of DNA, and conservation of genes as evidence for ancestral lines of life that have given rise to the present biodiversity of our planet.

Students investigate how the study of molecular genetics has expanded into genomics – the study of whole sets of genes possessed by an organism. Information obtained by studying genomes and functional genomics has provided insight into gene expression and regulation, and relationships between species.

Students study how genes are transmitted from generation to generation by examining meiosis and patterns of inheritance including pedigree analysis. Students consider the relationship between heritable variations and the environment in accounting for changes to species over time, and for speciation and extinction.

Students examine the interrelationships between biological, cultural and technological evolution. As they consider the historical development of ideas and technological advances that have contributed to our knowledge and understanding of inheritance and evolutionary biology, students come to understand the dynamic nature of science, the human factors that influence developments in science and its increasing reliance on evidence. Students investigate emerging technological applications and the implications of advances in molecular genetics. They consider how developments in bioinformatics assist in collecting and interrogating large volumes of biological data.

The ability to apply technologies that can change the genetic composition of individual organisms and species, including humans, raises controversial issues for individuals and society. Students examine these issues and consider their implications from a variety of perspectives.

CHEMISTRY

UNIT 1

Unit 1: The big ideas of chemistry

The story of chemistry begins with the building of the Periodic Table. A study of the development of our understanding about the internal structure of the atom illustrates to students the collaborative and step-by-step way in which scientific theories and models are formed.

Students study the models for metallic, ionic and covalent bonding. They consider the widespread use of polymers as an example of the importance of chemistry to their everyday lives. Students investigate the uses of materials and how these have changed. Students use the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments. All Areas of Study in this unit involve the design and performance of experiments.

UNIT 2

Environmental chemistry

Living things on earth have evolved to use water and the gases of the atmosphere in the chemical reactions that sustain them. Water is used by both plants and animals to carry out their energy-producing reactions, dissolve their nutrients and transport their wastes. The atmosphere supplies life-giving gases, provides temperature that sustains life, and gives protection from harmful radiation. Algae blooms, salinity, acid rain, depletion of ozone, photochemical smog, and global warming continue to have an impact on living things and the environment. Students will investigate how chemistry is used to respond to the effects of human activities on our environment. The principles and applications of green chemistry – benign by design – to processes and practices are included. The goal of these processes is to achieve hazard-free, waste-free, energy efficient synthesis of non-toxic products whilst maintaining efficiency. Students are introduced to new, cleaner and more efficient chemical processes that have been designed using green chemistry principles. Students continue to use and develop the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments.

All Areas of Study in this unit involve the design and performance of experiments.

How did Einstein put bubbles in beer?

UNIT 3

Chemical pathways

In this unit students investigate the scope of techniques available to the analytical chemist. Chemical analysis is vital in the work of the forensic scientist, the quality control chemist at a food manufacturing plant, the geologist in the field, and the environmental chemist monitoring the health of a waterway.

Students investigate organic reaction pathways and the chemistry of particular organic molecules and also investigate the role of organic molecules in the generation of biochemical fuels and forensic analysis.

Students will continue to investigate the application of principles of green chemistry to chemical processes and use the language and symbols of chemistry, and chemical formulas and equations to explain observations and data collected from experiments. Students complete an extended experimental investigation.

UNIT 4

Chemistry at work

In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions.

Chemical reactions produce a diverse range of products we use and depend on every day. Access to large quantities of raw materials and reliable energy supplies for these reactions is necessary to maintain continuous production of high quality useful chemicals. Features that affect chemical reactions such as the rate and yield or equilibrium position are investigated. Students explore how an understanding of these features is used to obtain optimum conditions in the industrial production of a selected chemical.

Our society uses a range of energy sources, including coal to generate electricity and gas for heating, oil for transport, and solar and wind for small and large scale production of electricity. Students investigate how energy is produced from available resources and consider the efficiencies, advantages and disadvantages of each energy resource.

Galvanic cells and electrolytic cells operate by transforming chemical and electrical energy. Students investigate their operating principles, both in the laboratory and in important commercial and industrial applications including fuel cells. These cells are used in smaller appliances such as mobile phones, CD players, personal computers, and in larger scale systems such as cars and motor bikes, and in the production of chemicals.

Many practical activities help to make this an exciting and relevant subject for all.

Keep your options open at University - do Chem!

DESIGN AND TECHNOLOGY

ENGINEERING METAL

TEXTILES WOOD

UNIT 1

Design modification and production

Area of Study 1: Redesigning an existing product

Area of study 2: Producing and evaluating a redesigned product

Students design and develop a project as part of their practical component. The project is generally taken across the year. The unit provides a structured approach through the design process and focuses learning through examples of design practice, used by a designer and analysis and evaluation of a product. Students will develop knowledge and skills in understanding the properties and characteristics of materials, their selection and use. Students also develop skills in developing a design brief, researching, using a range of communication methods to convey design ideas and options, and devising a production work plan and timeline. They use a range of tools, equipment and machines to make the product they have redesigned. The evaluation includes a comparison of the features of the redesigned product with the original design.

UNIT 2

Collaborative design

Area of study 1: Designing as a team

Area of study 2: Producing and evaluating a collaboratively designed product

Students work in teams to design a product range based on a common theme, each contributes to the design and development of the project. They establish evaluation criteria, design options and select preferred options, conducting materials tests and risk assessments, planning their work, and producing a final evaluation. Each student in the team individually and safely manufactures one of the product ranges or the product, based on a theme or a component of the group project, using tools, equipment, machines and materials. The unit also includes consideration of social, economics, ethical and environmental factors and issues related to design and the selection of materials and processes.

UNIT 3 and UNIT 4

Students develop a product for a client or an identified end user. The design development and folio work is completed in unit 3. Product manufacture over unit 3 and 4, with the evaluation and promotion of the product during unit 4.

UNIT 3

Design, technological innovation and manufacture

Student focus on the role of the designer, including how a designer develops a solution to a design problem. They gain an understanding of how a designer obtains information about the needs and requirements for a product that is to be developed, which includes

functional, aesthetic and other aspects, and how these are expressed in a design brief. Students also gain an understanding of the structure of a design brief and how evaluation criteria can be developed from the brief.

Product development in industry is studied. Included, is the use of new and emerging technologies, the role of the Australian Standards, life cycle analysis and style and technical planned obsolescence.

UNIT 4

Product development, evaluation and promotion.

Students focus on product analysis and comparison. It is expected that actual products will be used in this analysis and comparison, and there is reference to the impact of the product on society and the environment. The promotion of the students own product is developed with an emphasis on marketing.

DRAMA

UNIT 1

Dramatic Storytelling

In unit 1 you will focus on the art of transforming into imagined characters, examining the place of role and status in characterization, and creating solo and ensemble performances. The origins of performance from a range of cultures and their significance in a variety of social, political and historical contexts are examined. This unit also involves analysis of your own performance, and of professional performance work.

UNIT 2

Creating Australian Drama

This unit focuses on the differing perspectives and interpretations that Drama can give to play scripts and stimulus materials such as poetry, music, art, literature, etc. You will explore the application of non-naturalistic dramatic elements and stagecraft. Participation in workshops will enable you to develop your expressive skills to create and communicate dramatic form to an audience.

UNIT 3

Ensemble Performance

Unit 3 focuses on non-naturalistic drama from a diverse range of traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the development of an ensemble performance. The processes involved in the development of your ensemble performance are analysed and evaluated. A professional non-naturalistic performance will also be analysed.

UNIT 4

Solo Performance

Unit 4 focuses on the use of performance styles, theatrical conventions and stimulus materials from a variety of cultural sources in the development of a solo performance. The processes involved in the development of solo work and characterisation are also analysed and evaluated.

ENGLISH GROUP

VCE requires 3 units of English for successful completion. These can be from:

- English Units 1 to 4
- Literature Units 3 and 4. Units 1 and 2 Literature are also available to students.

For an ENTER score, at least one 3 / 4 sequence of English must be successfully completed.

English Units 1 and 2 can be counted.

UNITS 1 and 2

This course is the basic English course incorporating all the skills of the other English options. School assessed work is continued over 2 semesters and involves the following areas of study:

1. Reading and Responding – Text Work
2. Writing and Presenting – Theme Work
3. Using Language to Persuade - Issues

UNITS 3 and UNIT 4

The course continues with the same format as Units 1 and 2 and the school assessed work makes up 50% of the final grade.

School assessed work includes the following areas:

1. Written Communication – related to a specific context
2. Oral Presentations
3. Response to social issues
4. Text Studies (novels, plays and films)

The end of year exam is worth 50% of the total grade and incorporates skills from the writing Task and Text Studies. This is a 3 hour exam.

LITERATURE

UNIT 1

This unit enables students to develop effective reading strategies, to examine the ideas and views of life which are presented in the literature studied and relate what they read to their own lives. The unit covers various kinds of literature including short stories, poetry, films, drama and novels.

UNIT 2

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

UNITS 3 AND UNIT 4

The course continues with the same format as Units 1 and two and the school assessed work makes up 50% of the final grade.

School assessed work includes the following areas of study:

1. How the meaning of a text changes when the form changes
2. Writers and their societies
3. Creative responses
4. Reviews

The end of year exam is worth 50% of the total grade and incorporates skills from all the areas of study. This is a 3 hour exam.

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

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

Assessment

Satisfactory completion

Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2 - The individual school will determine levels of achievement.

Units 3 and 4

School assessed coursework and an end-of-year examination

- ◆ Unit 3 school-assessed coursework: 25 per cent
- ◆ Unit 4 school-assessed coursework: 25 per cent
- ◆ Unit 3 and 4 examination: 50 per cent

FOOD

UNIT 1

Properties of food

In this unit students are introduced to the diverse nature of food, how to prepare it and how to store it for the best quality in terms of safety, health and aesthetics. Students study safe and hygienic food handling practices and apply these practices in the preparation of food. Food storage practices that maximise quality of raw and cooked food are also investigated.

UNIT 2

Planning and preparation of food

This unit provides students with the opportunity to 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 sensory, physical and chemical properties of food.

UNIT 3

Food preparation, processing and food controls.

This unit requires students to analyse the functions of the natural components of key foods and apply this information in the preparation of foods. Students will investigate cooking techniques and justify the use of the best techniques for key foods. They develop an understanding of food processing techniques to prevent spoilage in industrial and domestic settings, and will also preserve food using some of these techniques. Students develop an understanding of food safety in Australia by investigating the causes of food poisoning and food spoilage, and the relevant regulations. Students apply safe work practices while preparing food.

UNIT 4

Food product development and emerging trends.

In this unit students work independently to complete the challenge of implementation of the design plan they established in Unit 3. In completing this task, students apply food safety and hygiene guidelines and evaluate the product planning and processes in the plan.

Students examine food product development, and research and analyse factors that have contributed to product development. They investigate the process of product development, including packaging, packaging systems and marketing.

Students investigate emerging trends in product development, including societal pressures to improve health, technological developments, and environmental considerations.

HEALTH AND HUMAN DEVELOPMENT

The VCE Health and Human Development study appreciates the concept of “development” as a continuum that begins with individual development and progresses towards human development and progresses towards human development within group and community settings at national and international levels, to maximise global development potential.

UNIT 1

The Health and Development of Australian Youth

This unit focuses on “Youth” defined as twelve to eighteen years of age. Australia’s youth experiences a range of health issues. Examples studied are to improve reductions in morbidity and mortality from communicable diseases, chronic diseases, suicide, motor vehicle accidents and other injuries.

UNIT 2

Individual Human Development and Health Issues

This unit focuses on the lifespan stages of childhood, adulthood and ageing. Students identify a range of health issues that are having an impact on Australia’s health system and investigate one health issue in detail. Health issues suitable for investigation include human rights and ethics, medical technology, complementary and/or alternative health services, environmental health, provision of rural health services and the aging population.

UNIT 3

Australia’s Health

Focuses on the role of nutrition on Australia’s health by addressing the following conditions:- cardiovascular health, diabetes, colorectal cancer, obesity and osteoporosis, as well as the health status of Australia compared to other developing countries.

UNIT 4

Global Health and Human Development

This unit is about creating an environment in which people can develop to their full potential. Students explore global health, human development and sustainability. The unit focuses on literacy, food security, HIV/AIDS and malaria, safe water and sanitation. International health programs through AUS-AID and the role it plays to improve global health and sustainable human development.

HISTORY - TWENTIETH CENTURY

UNIT 1

1900 - 1945

The first half of the twentieth century was marked by significant change. Revolutions, civil wars and international conflict, overshadowed the first fifty years of the twentieth century, which also saw the creation of new states and borders within Africa, Europe and Asia. This was particularly true of the Middle East.

This Unit is based on some major historical events from 1900-1945. For example, Imperial Russia and the Soviet Union, Palestine and the breakup of the Ottoman Empire and the consequent rise of conflict in the Middle East.

UNIT 2

After World War 2 ended in 1945 the old world had completely changed. Despite advances in medicine, technology and a commitment to the diplomatic process and international attempts to improve the quality of life for humankind, wars and civil unrest continued to take a huge toll on human life across the globe, as did illness, diseases and hunger. Exploitation of the environment is an additional threat to many people on the planet.

This unit looks at some of the major themes and events of post World War 2 history, like the Cold War, Middle East conflicts, peace and disarmament movements, Asian, African or Middle East nationalism and globalisation.

HISTORY - REVOLUTIONS

UNIT 3 and Unit 4

Revolutions mark the greatest cause of change throughout history and indicate deliberate attempts at new directions. They aim to break with the past by destroying the old regimes and societies and begin on a new program of political and social transformation. Revolutions have a huge impact on the country in which they occur, as well as important international affairs.

The study of revolutions involves looking at destruction and construction, dispossession and liberation, civil war and counter revolution, deployment of armed forces and policies of terror and repression.

Two of the following revolutions will be selected for study:

1 for Unit 3 and 1 for Unit 4

- The American Revolution
- The French Revolution
- The Russian Revolution
- The Chinese Revolution
-

For the two selected revolutions there are two areas of study:

1. Revolutionary ideas, leaders, movement and events
2. Creating a new society

IT APPLICATIONS

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

Students learn to use information technology and also about its power, scope and limitations. Students are encouraged to perceive the potential of information technology and to understand the way in which social relations and cultural values also influence its use. The possibility of completing two VET Certificates in this class is negotiable.

UNIT 1

IT Applications

Focuses on how individuals use, and can be affected by, information and communications technology (ICT) in their daily lives. Students use a software tool selected from these types of software: web authoring and multimedia authoring. Additional types of software can be used, such as image editing software, for example, Macromedia Flash and Adobe PhotoShop. Database management software is also used to solve information problems.

UNIT 2

I T Applications

Focuses on how individuals and organisations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students acquire and apply a range of knowledge and skills to create solutions and information products that personal and clients' needs. They also examine how networked information systems are used within organisations. Working collaboratively in teams is an important and effective problem-solving strategy, and this strategy is applied when students solve information problems for clients in the community.

UNIT 3

IT Applications

In Unit 3, students use web authoring and database management software to solve information problems. Unit 3 focuses on how individuals or organisations use ICT to solve information problems and to participate actively in a society where use of ICT is commonplace. Students acquire and apply knowledge and skills in solving information problems to assist in decision-making and in managing tasks and timelines.

UNIT 4

IT Applications

In Unit 4, students use web authoring or multimedia authoring software as well as spreadsheet software to solve information problems. Additional software can be used to

support the development of solutions and information products, for example, image editing software, such as Macromedia Flash and Adobe PhotoShop. This unit focuses on how ICT is used by organisations to solve ongoing information problems and in the strategies to protect the integrity of data and security of information. Students develop and acquire knowledge and skills in creating solutions and information products using spreadsheet software that can be re-used with new sets of data.

LEGAL STUDIES

UNIT 1

Criminal Law and Justice

- The distinction between legal and non-legal rules
- The Victorian court hierarchy
- Making laws through parliament
- The role and powers of police
- Procedures of a criminal trial
- Criminal court sanctions

UNIT 2

Civil law and the law in focus

- The effective resolution of civil disputes
- The processes and procedures involved in civil litigation and the possible defences to civil claims within our legal system
- Alternative avenues of dispute resolution and their effectiveness
- Analyse contemporary legal issues

UNITS 3

Law making

The purpose of this unit is to enable students to develop an understanding of the institutions that determine laws and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Constitution on the operation of the legal system.

UNITS 4

Dispute resolution

- Explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution.
- The criminal and civil pre-trial and trial processes and procedures which operate within the Victorian legal system.

- The current operation of the jury system in criminal and civil trials is examined and the adversary system is reviewed, indicating its strengths and weaknesses.
- Features of the adversary and inquisitorial systems of dispute resolution will be compared.
- Students evaluate the effective operation of the Victorian legal system and make recommendations for possible improvement and reform.

LOTE - FRENCH

UNIT 1

French

You will develop language skills using combinations of written, oral, reading and listening exercises.

Spoken language skills are developed using a variety of methods, including practising simple conversations, role plays and performances as well as the interactive whiteboard.

Written work can range from single grammatical exercises to the writing of compositions or even poetry.

Listening skills are enhanced through popular music, media and films. Classes incorporate cultural studies including cooking, films and excursions. Senior students are also expected to run the 'Café Francais' several times a year.

UNIT 2

French

You will continue to develop your language skills using written, oral, reading and listening exercises.

In this unit, spoken language skills are developed through interviews, dramatised reading or story telling. These will include French guests/visits wherever possible.

Written work includes grammatical exercises and informative writing on a range of topics.

You will learn to combine listening and reading skills to produce a piece of writing, for example a letter, a report or a dialogue. Listening skills are further enhanced thanks to an interactive and teacher assessed website, including a wide range of authentic situations. Classes incorporate cultural studies including cooking, films and excursions.

UNITS 3 and UNITS 4

French

Units 3 and 4 contain activities that are designed to develop and enhance the skills acquired in Units 1 and 2.

You will learn to prepare written reports, to present these and to answer questions on the views expressed.

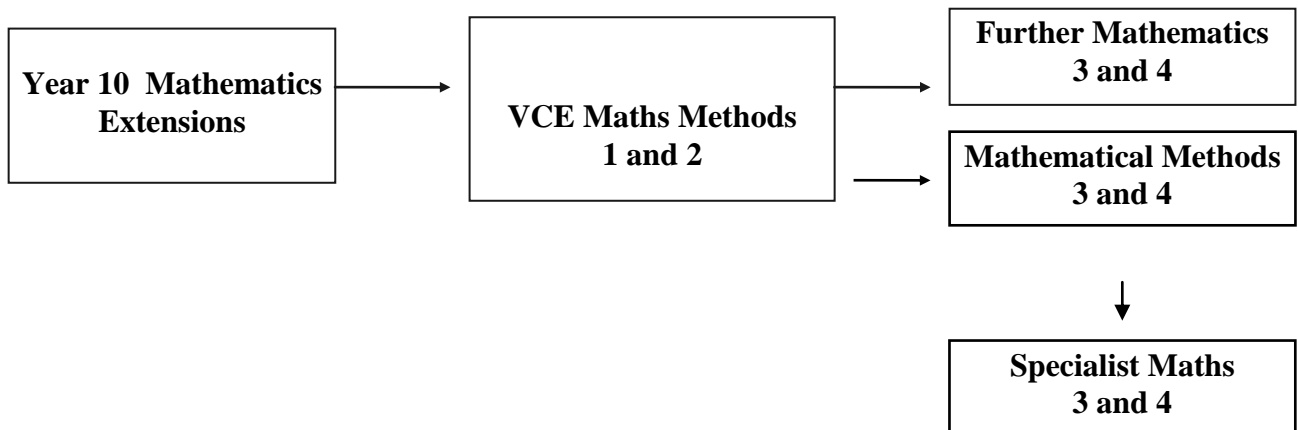
Spoken language skills are further developed using intensive conversational practice performances, role plays and presentations. Classes incorporate cultural studies including cooking, films and excursions, art galleries, French play in Melbourne etc. Classes will include authentic conversation with French guests whenever possible.

MATHEMATICAL PATHWAYS

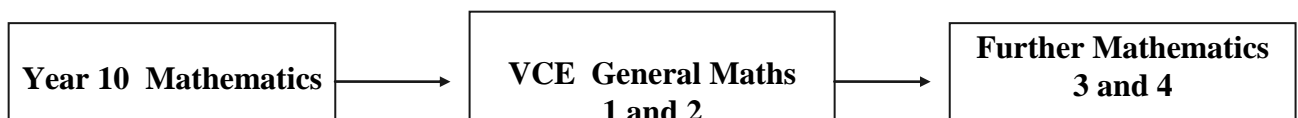
A range of mathematical courses is offered to suit different abilities and all career paths.

To provide you with the strongest background for Unit 3 and 4 Specialist and Methods, you should consider four units of Mathematics at Unit 1 and 2 level.

Suggested pathways starting at Year 10.



or



or



GENERAL MATHEMATICS

UNIT 1 and UNIT 2

These units involve the study of statistics, arithmetic, linear functions, algebra and geometry.

UNIT 1

- Univariate Statistics
- Bivariate Statistics
- Shape and Measurement

UNIT 2

- Networks
- Matrices
- Trigonometry

General Mathematics contains assumed knowledge for related material in Further Mathematics Units 3 and 4.

It is strongly recommended that students have their own Casio graphics calculator.

FURTHER MATHEMATICS

UNIT 3 and UNIT 4

Further Mathematics can be taken on its own or with Mathematical Methods 3 and 4. It has a core topic of Statistics plus three other modules.

It satisfies tertiary entrance requirements for courses requiring a Unit 3/4 Mathematics, however you should make inquiries re specific needs of the tertiary institutions you are interested in.

A number of assessment tasks will be held throughout the year and will contribute to the final result.

Exams 1 and 2 are held in November, one being multiple choice and the other written.

Core Material: Data Analysis

From the following five modules, three will be selected

- Number Patterns and Applications
- Geometry and Trigonometry

- Graphs and Relations
- Matrices and Applications
- Network and Decision Mathematics
- Business Related Mathematics

May be used for employment and general tertiary entry purposes.
Students require a Casio cfx 9860 Graphics or Casio Classpad calculator

MATHEMATICAL METHODS

UNIT 1 and UNIT 2

These units contain the study of probability, functions and graphs, algebra and calculus.

Mathematical Methods 1 and 2 may be taken alone (**not advisable**) or with General Mathematics.

These units contain assumed knowledge for Mathematical Methods 3 and 4.

A Casio Classpad CAS calculator is essential.

UNIT 3 AND UNIT 4

This mathematical study is a key requirement of many tertiary courses, especially those involving science. Mathematical Methods 3 and 4 builds on the skills developed in Mathematical Methods 1 and 2.

Students must have successfully completed these earlier units in order to succeed in this course.

A number of school-based assessment tasks will be held during the year and these will contribute to the final result. Exams 1 and 2 are held in November.

Broad outline of course:

- Co-ordinate geometry
- Trigonometric functions
- Calculus
- Algebra
- Statistics and probability

Students should be familiar with the material from their studies in Mathematical Methods 1 and 2.

Mathematical Methods 3 and 4 may be taken alone or with Further Mathematics 3 and 4
OR Specialist Mathematics 3 and 4.

A Casio Classpad CAS calculator is essential.

SPECIALIST MATHEMATICS

UNIT 3 AND UNIT 4

Specialist Mathematics is an ideal study for capable Mathematics students. You will quickly discover that Specialist Mathematics helps you understand the Mathematical Methods course and significant parts of Physics. It must be taken in conjunction with Mathematical Methods 3 and 4 and is an important pre-requisite for a number of tertiary Engineering and Mathematics courses.

A number of school-based assessment tasks will be held during the year and will contribute to the final result.

Exams 1 and 2 are both held in November.

Core Material:

- Functions Relations and Graphs
- Trigonometry
- Complex numbers
- Vectors and Geometry
- Calculus
- Mechanics

Must be taken in conjunction with Mathematical Methods 3 and 4.

For success in Specialist Mathematics 3 and 4 you need to have achieved very good grades in Mathematical Methods 1 and 2.

A Casio Classpad CAS calculator is essential.

MEDIA

UNIT 1

Representation and Technology

In this unit of media you will learn how to use a video camera and how to set up shots. You will also study an aspect of media technology that is currently in the news. Another focus will be how video makers put their shots together in their own special way to make a story. Finally you will be able to use your knowledge to make your own video.

UNIT 2

Media Production and Australian Media Industry

In this unit you will study and try out the different jobs and stages involved in the making of a film or television program. You will also investigate the business side of the media examining the difference between public and privately owned media. During this study you will keep a file of up-to-date media clippings. This unit is completed with a production of your own.

UNITS 3 AND UNIT 4

Narrative & Media Production Design

Media Process, Social Values and Media Influence

Units 3 and 4 involves researching the effects of the media on our society and writing a report based on your investigations. You will also learn how media products are deliberately constructed to attract an audience and you will be given the chance to use this knowledge in a video production.

You will also closely examine and analyse three feature films and discover how film narratives in stories are constructed. Another study to be undertaken is a look at how social values are reflected in film and how these values change from era to era. Finally you are given the opportunity to make your own media product.

MUSIC PERFORMANCE

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

Structure

The study is made up of six units.

UNIT 1

This unit focuses on achieving flexibility in music performance. Students will present a solo and a group performance, 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.

UNITS 3 AND UNIT 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.

Solo Performance

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

Note:

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

Students must undertake Unit 3 prior to undertaking Unit 4.

Students may elect to do all six units in this study.

OUTDOOR & ENVIRONMENTAL STUDIES

UNIT 1

Understanding Outdoor Experiences

It develops knowledge and skills for safe participation in the outdoors by linking theory and practice. This unit examines natural environments and the ways that humans relate to nature. It develops knowledge and skills for safe participation in the outdoors by linking theory and practice. Practical activities could include overnight camping, bushwalking, rock climbing and paddling. Students learn to be self-sufficient in planning and preparing food, clothing and gear for their trips and learn the importance of cooperation with others.

Assessment may take a variety of forms, including oral presentations; practical reports in multimedia format; short reports and written responses and tests.

UNIT 2

Environmental Impacts

Students develop self-sufficiency in the outdoors through participation in trips and also develop an awareness of the environment they are in and the impact that they have on it as individuals and groups. This unit focuses on human-related impacts on natural environments at local, regional and state levels. Some of the practical activities may include bike riding, snorkelling and bushwalking.

UNIT 3

Relationships with Natural Environments

This unit considers the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. It examines the impact of those relationships on the outdoor environment. Practical activities may include lightweight, minimal impact camping, day and night navigation and rock climbing.

Assessment outcomes may include written reports; practical reports in poster or multimedia format; data analysis, essays or tests.

UNIT 4

The Future of Human – Nature Interactions

This unit focuses on the sustainable use of the natural environment. It acknowledges the maintenance of natural environments and examines the capacity of the natural environment to support the future needs of the world's human population. It

emphasises the need to develop a balance between human experimental requirements and the conservation of natural environment.

Assessment outcomes may include written reports; practical reports in poster or multimedia format; data analysis, essays or tests.

PHYSICAL EDUCATION

UNIT 1

Learning and Improving Skill

This unit looks at a range of factors that influence learning and improving physical skills and the role of the coach in making this happen. We focus on biomechanical principles that are common to analysing physical performance and learning physical skills.

We will analyse basic movement patterns and acquire, apply and evaluate knowledge and understanding about biomechanics and skill acquisition to enhance physical performance.

We also look at improving training and performance through the role of coach and their use of coaching principles, techniques and sports psychology.

UNIT 2

The Active Body

This unit introduces the relationship between body systems and physical activity, how physical activity contributes to wellbeing and the classification of physical activity in terms of type and experience.

We will explore the components and functions of the body systems and their contributions during physical activity and look at where our body's energy comes from.

We also investigate the range of physical activities available in the community and the consequences and benefits of inactivity and participation.

UNITS 3 and 4

Physiological and Participatory Perspectives of Physical Activity

This unit introduces an understanding of physical activity from a physiological perspective.

We will focus on and analyse patterns of participation in physical activity and investigate the promotion of physical activity in the community. Students will assess their own and others' activity levels through methods such as recall, report logs, heart rate telemetry, pedometry etc.

We will also explore energy systems, fatigue and recovery and look at the ways in which energy is created through oxygen and food supplies.

Enhancing Physical Performance

This unit focuses on acquiring, applying and evaluating knowledge and understanding about training to improve physical performance. We will consider the way in which fitness can be improved by applying appropriate training principles and methods and participation in activity data collection, fitness testing and fitness training.

ASSESSMENT

Assessment task may be in the form of written reports, tests, oral presentations, laboratory reports, data, video and case study analysis, multimedia presentations.

PHYSICS

Physics contributes to our understanding of the physical universe, from the minute building blocks of matter to the unimaginably broad expanses of the Universe.

UNIT 1

In Unit 1 students study three areas of study. Two of these are prescribed plus one detailed study. They are:

Wave-like properties of light

This is the study of the wave model of light in the context of seeing with the unaided eye, extending visual and communication capabilities, and special theatrical effects.

Nuclear and radioactivity

In this area students will extend their understanding of the particle model of matter to sub atomic particles. They will learn about radiation, half-lives and the effects of radioactivity on organisms and the environment.

Astronomy – (Detailed study)

In this area students will learn about the early models of the universe along with the use of telescopes and celestial observations.

UNIT 2

In Unit 2 the two prescribed areas of study are:

Movement

In this area students will learn about the early theories of Aristotle, Galileo and Newton. Students will then use the Newtonian model of movement to study, in the contexts of, transport, games and sports.

Electricity

Students will learn about basic electrical circuits and components, through the study of DC circuits, household electricity, and car electrical systems.

A third area of study will be chosen from Astrophysics, Aerospace, or Alternative energy sources.

UNITS 3 AND UNIT 4

Investigation, Sound, Electronics and Electric Power

Motion, Gravity, Structures, Light and Matter

Throughout this course Physics principles are introduced and applied in a real world context, so that the student can gain some insight into both the power and limitations of Physics. The study of Physics will help equip you with knowledge and skills that can provide the basis for satisfying employment, enrich your appreciation and enjoyment of the physical world, and increase your ability to act responsibly in your personal life and as a citizen of the future. A knowledge of Physics has led to developments in technology such as radio and electrical appliances. Physics is useful in pursuing hobbies and confronting new technologies. Practical activities are an important part of the learning experiences in Physics.

UNIT 3

Unit 3 studies sound, electric power, electronics and practical investigation. A wave model of sound is explored to explain the behaviour of sound and its related technology. The generation, transmission and use of electric power are crucial to modern life. Electronic systems are found early everywhere in modern society and carry with them major implications for employment, communication and lifestyle. Experimental Investigation lies in the foundation of Physics, being crucial in the development of practical application and of theory.

UNIT 4

Unit 4 consists of Motion, Gravity, Structures, Light and Matter. Newton's ideas give important insights into a range of everyday motion, and contribute towards safety. The motion of the planets and space travel is studied in gravity. The stability and safety of structures depend on the properties of construction materials, in the way they are connected together. Light and Matter attempts to understand the nature of light and matter.

PSYCHOLOGY

UNIT 1

Development of behaviour

How did you get to be the person you are today? Could you have turned out differently under other circumstances? This unit introduces you to the scientific study of Psychology, how human behaviour is examined in social situations and the development of cognitive and perceptual abilities is also explored.

UNIT 2

Description and Explanation of Human Behaviour

Are you normal or is everyone else just weird? What is 'normal' anyway? This unit investigates the sorts of behaviours that would be considered to be normal, the formation of attitudes and prejudice noted and Intelligence and IQ studied.

UNITS 3 and UNITS 4

Biological Bases of Behaviour, Visual Perception and States of Consciousness. Memory, Learning and Research Methods in Psychology

UNIT 3

Do you want to lower your stress levels?

Do you want to understand why you see the world the way you do?

How does your brain work?

Learn about how/why you sleep.

Topics will introduce you to the major functions of the brain and the nervous system and related areas such as stress and lie detector tests. You will also investigate why things are not how they often appear, how our eyes functions and why our brains process things differently to other people. You will examine the strengths and limitations of brain research to date, sleep patterns, types of dreams and meditation. Research methods used in Psychology has now been interspersed throughout this unit.

UNIT 4

Do you want to learn how to learn more effectively and to be able to recall what you have learnt?

Do you want to understand how you learn?

These topics introduce you to memory techniques, types of forgetting and the theories behind why we forget things, how people learn, conditioning and evaluating research methods in psychology. These topics, when applied, should improve your work and results in all subjects.

STUDIO ARTS

UNIT 1

Artistic Inspiration and Techniques

Using the world around you as your subject you will concentrate on developing skills and techniques used in the Studio Art form you are studying. You study materials, techniques and how artists work. You look at artworks to develop an appreciation.

You will produce a folio of work using a variety of methods and subject matter based on observing the world around you. This then leads to a completed studio work using an idea in your folio as a starting point.

You will write two projects drawn from different periods or cultures analysing works by either single or groups of artists.

You will keep a work book which records all information and progress.

UNIT 2

Design Exploration and Concepts

You again use the world around you as a starting point to your studio work but the emphasis is on planning and refining ideas and understanding design.

You study materials and techniques used by artists and their design ideas, learning to appreciate the qualities in their work.

You will produce a folio exploring and experimenting with the development of your ideas leading to a completed studio work using one of the ideas in your folio as a starting point.

You will write two projects drawn from a different culture or period analysing the use of design in studio works. The work book will record all information and progress.

Studio Production Professional Practices and Industrial Content

Your studio work focuses on the process of designing and making a studio work by following a negotiated work brief which outlines what you intend doing. You look at the ways artists preserve and exhibit their works, and you develop and practice specialised skills and study a current art industry issue in your studio form. You will keep a workbook, that records information and progress.

Using negotiated work briefs which outline what you intend doing, you develop individual and imaginative studio works with the emphasis on the quality of your work. You investigate the historical development of your studio from studying selected artists and their work and present a report. Your work book will record information and your progress for the Unit.

SYSTEMS ENGINEERING

This study allows students to develop capabilities in and knowledge about the design, operation, construction, assembly, maintenance, repair and evaluation of Automotive and Electronic, technological systems and to gain awareness and understanding of the interactions of these systems with human society and natural ecosystems.

ENGINEERING UNIT 1 and UNIT 2

Systems unit 1-2 allows you to get your hands on all the latest equipment to help you develop electronic circuits and then build them. In building an electronic project you will learn about the function and names of a range of components and how they work with other components to make up a circuit. As you progress through each unit you will look at both analogue and digital circuits, mechanisms, integrated systems which include an electrical or mechanical system in addition to the electronic circuit.

In these units you will be able to elect to work on 2 and 4 stroke small engines provided by the College or by yourself, or a multi cylinder engine provided by you or a friend. In learning about engines students will dismantle, measure and test major components, recondition and reassemble the engine, you will also diagnose faults with the engine, repair and rectify any faults.

Over the two units you will examine how new technology is changing the workplace, the standards and regulations which relate to engines and motor vehicles.

UNITS 3 AND UNIT 4

Integrated Systems and Controls

These follow on from units 1 and 2 or can be a new starting point for students. It is expected that the product produced be more advanced than that in unit 1 and 2.

To complete units 3 and 4 you are required to repair or construct an integrated system that has some form of control. e.g. Portable Generator Plant. Use tools and equipment to fault find and test against manufacturers specifications.

VISUAL COMMUNICATION & DESIGN

UNIT 1

Visual Representation

This Unit enables students to work with a variety of media, while developing their technical and creative skills. Students develop a series of instrumental and freehand drawings and incorporate the use of computers while completing final presentations. The processes used in the visual communication of ideas will be explored by analysing examples of existing advertisements.

UNIT 2

A Communication and Design Process

Students will further their drawing skills manual and practical skills by designing images and developing them using freehand drawing, instrumental drawing and computers. Students will incorporate their own ideas while modifying existing examples of communication. The Design Process used by a manufacturer will be studied and a report made.

UNIT 3

The Visual Communication Process

Visual Communication provides students with the opportunity to combine their technical skills and their interest in exploring innovative ideas, while designing and marketing a product. Students will also investigate the Communication Practices used by designers and evaluate selected examples of Visual Communication.

UNIT 4

Development of a Design Folio

The main purpose of this Unit is to enable students to produce a comprehensive folio of creative concepts, and final presentations using a diverse range of media. Students are required to prepare a Design Brief after selecting their own theme and client.

STUDENT - SUBJECT CHOICES - YEAR 11 2010

RETAIN FOR YOUR INFORMATION

NAME: _____

- **You must study at least six subjects in Year 11.**
- **English must be ticked**

VCAL	<input type="checkbox"/>		
VCE			
Accounting	<input type="checkbox"/>	Physics	<input type="checkbox"/>
Art	<input type="checkbox"/>	Psychology	<input type="checkbox"/>
Biology	<input type="checkbox"/>	Studio Art	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	Systems Engineering	<input type="checkbox"/>
Design and Technology - Engineering	<input type="checkbox"/>	Visual Communications and Design	<input type="checkbox"/>
Design and Technology - Metal	<input type="checkbox"/>		
Design and Technology - Textiles	<input type="checkbox"/>	VET - ACC BASED	<input type="checkbox"/>
Design and Technology - Wood	<input type="checkbox"/>	Automotive	<input type="checkbox"/>
Drama	<input type="checkbox"/>	Building and Construction	<input type="checkbox"/>
English	<input type="checkbox"/>	Community Services	<input type="checkbox"/>
English Literature	<input type="checkbox"/>	Engineering	<input type="checkbox"/>
Food	<input type="checkbox"/>	Hospitality	<input type="checkbox"/>
Health and Human Development	<input type="checkbox"/>	Music Industry Skills	<input type="checkbox"/>
History – Twentieth Century	<input type="checkbox"/>		
I. T. Application	<input type="checkbox"/>		
Legal Studies	<input type="checkbox"/>	VET - CLUSTER BASED	
LOTE - French	<input type="checkbox"/>	Agriculture	<input type="checkbox"/>
Maths – General	<input type="checkbox"/>	Equine Industry	<input type="checkbox"/>
- Methods	<input type="checkbox"/>	Food Processing (Wine)	<input type="checkbox"/>
Media	<input type="checkbox"/>	Hair and Beauty	<input type="checkbox"/>
Music Performance	<input type="checkbox"/>	Office Administration	<input type="checkbox"/>
Outdoor and Environmental Studies	<input type="checkbox"/>	Retail Operations	<input type="checkbox"/>
Physical Education	<input type="checkbox"/>	Sport and Recreation	<input type="checkbox"/>

If you have completed a Unit 1 and 2 subject already, please write it here: _____

Do you wish to continue this as a unit 3 and 4 subject? Yes **/ No**

We have read the College's V.C.E. Policy and understand the consequences of non compliance.

Student signature: _____

Parent signature: _____

STUDENT SUBJECT CHOICES - YEAR 12 2010

PLEASE RETAIN FOR YOUR INFORMATION

NAME: _____

- Tick the boxes marked Units 1 and 2 to show subjects done in Year 11.
- Tick the boxes marked Units 3 and 4 to show your choices for Year 12.
- At least 5 Unit 3 and 4 subjects must be studied including English

VCAL	<input type="checkbox"/>				
VCE	UNITS 1 & 2	UNIT 3 & 4		UNITS 1 & 2	UNITS 3 & 4
Accounting	<input type="checkbox"/>	<input type="checkbox"/>	Physical Education	<input type="checkbox"/>	<input type="checkbox"/>
Art	<input type="checkbox"/>	<input type="checkbox"/>	Physics	<input type="checkbox"/>	<input type="checkbox"/>
Biology	<input type="checkbox"/>	<input type="checkbox"/>	Psychology	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>	Studio Art	<input type="checkbox"/>	<input type="checkbox"/>
Design and Technology - Engineering	<input type="checkbox"/>	<input type="checkbox"/>	Systems Engineering	<input type="checkbox"/>	<input type="checkbox"/>
Design and Technology - Metal	<input type="checkbox"/>	<input type="checkbox"/>	Visual Communications and Design	<input type="checkbox"/>	<input type="checkbox"/>
Design and Technology - Textiles	<input type="checkbox"/>	<input type="checkbox"/>			
Design and Technology - Wood	<input type="checkbox"/>	<input type="checkbox"/>	VET - ACC BASED		
Drama	<input type="checkbox"/>	<input type="checkbox"/>	Automotive	<input type="checkbox"/>	<input type="checkbox"/>
English	<input type="checkbox"/>	<input type="checkbox"/>	Building and Construction	<input type="checkbox"/>	<input type="checkbox"/>
Food	<input type="checkbox"/>	<input type="checkbox"/>	Community Services	<input type="checkbox"/>	<input type="checkbox"/>
Health and Human Development	<input type="checkbox"/>	<input type="checkbox"/>	Engineering	<input type="checkbox"/>	<input type="checkbox"/>
History – Twentieth Century - Revolution	<input type="checkbox"/>	<input type="checkbox"/>	Hospitality	<input type="checkbox"/>	<input type="checkbox"/>
I.T. Application	<input type="checkbox"/>	<input type="checkbox"/>	Music Industry Skills	<input type="checkbox"/>	<input type="checkbox"/>
Legal Studies	<input type="checkbox"/>	<input type="checkbox"/>			
Literature	<input type="checkbox"/>	<input type="checkbox"/>	VET - CLUSTER BASED	<input type="checkbox"/>	<input type="checkbox"/>
LOTE - French	<input type="checkbox"/>	<input type="checkbox"/>	Agriculture	<input type="checkbox"/>	<input type="checkbox"/>
Maths – Further (General)	<input type="checkbox"/>	<input type="checkbox"/>	Equine Industry	<input type="checkbox"/>	<input type="checkbox"/>
- Methods	<input type="checkbox"/>	<input type="checkbox"/>	Food Processing (Wine)	<input type="checkbox"/>	<input type="checkbox"/>
- Specialist	<input type="checkbox"/>	<input type="checkbox"/>	Hair and Beauty	<input type="checkbox"/>	<input type="checkbox"/>
Media	<input type="checkbox"/>	<input type="checkbox"/>	Office Administration	<input type="checkbox"/>	<input type="checkbox"/>
Music - Performance	<input type="checkbox"/>	<input type="checkbox"/>	Retail Operations	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor / Env. Studies	<input type="checkbox"/>	<input type="checkbox"/>	Sport and Recreation	<input type="checkbox"/>	<input type="checkbox"/>

If you have completed a Unit 3 and 4 subject already, please write it here: _____

We have read the College's V.C.E. Policy and understand the consequences of non compliance.

Student signature: _____

Parent signature: _____