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**MOOROOPNA SECONDARY
COLLEGE**

**Senior School
Pathways
Handbook
Years 10, 11 & 12**

2008



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Overview of Curriculum Year 10 leading to VCE/VCAL

at

MOOROOPNA SECONDARY COLLEGE

The curriculum at Mooroopna is always evolving to meet the changing needs of our students, the community and government initiatives. We provide a range of pathways for our Middle school and VCE students to encourage all students to prepare well for life beyond school. Our year 10/11/12 students are able to enter VCE, VET and VCAL programs.

The curriculum at Mooroopna Secondary College encourages students to take ownership of their learning through a choice of Units at years 10, 11 and 12. “Fast tracking” VCE Units are available in nearly all subject areas to Year 10 students who are ready for this added challenge.

At year 10 there are some compulsory Units but students are able to choose Units from all Curriculum Program Areas to suit their needs and interests.

There are guidelines to ensure a minimum number of Units from each Learning Area to ensure balance and to adequately prepare students for VCE. Indonesian and Italian are the two Languages Other Than English available to students. Every effort is made to encourage students to continue the study of a language of their choice through to senior years.

All Units are semester Units for 2 sessions per week with the exception of one 1 session block per week. In this compulsory block which runs for two semesters, Year 10's undertake the VCE Unit 1 - Industry and Enterprise, an important Unit that incorporates work experience and investigation of career pathways.

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YEAR 10 STUDIES

YEAR 10 – COURSE REQUIREMENTS

Compulsory Subjects

Curriculum Program Areas	Number of Units
English	2
Mathematics	2
VCE – Industry and Enterprise	1

NOTE - Students must select Health at Year 10 if they did not complete a Unit of Health at Year 9.

Elective Subjects

Curriculum Program Areas	Minimum Number of Units
Arts	1
Health & Physical Education	1
Science	1
SOSE	1
Technology	1
Languages other than English	See point 2 below

Year 10 Course Selection Rules -

- At Year 10 students are required to select a minimum of 1 Unit from each CPA area.
- It is recommended that students take at least 3 Units over year 9 and 10 in subject areas they need for their future career pathway. Languages are optional.
- Students are required to complete 1 Unit of Health **either** in Year 9 or 10. This counts as a Health/PE choice at either of these year levels.
- Students may then make 5 choices from any CPA (**these choices are to contain any fast tracking Units they wish to do**).
- It is strongly recommended that students do not select more than 3 Units per CPA. Eg. A student may select Legal as their compulsory CPA selection and then may select a maximum of 2 other subjects from this CPA.
- It is strongly recommended that students do not choose more than 2 fast tracking Units per semester.
- VCE Unit descriptions are available in the **VCE Pathways handbook** (ask coordinators for one of these if you are wishing to fast track) A Fast tracking application must be completed. *Note – if a VCE Unit is over subscribed Year 10 students will be asked to choose another subject.*
- Note – it is recommended that students do not substitute VCE Psychology for their Science choices.
- It is strongly recommended Designer Science (Science C) be attempted in year 10 if you wish to study Year 11 Chemistry and /or Physics.
- Note – Radkart (Technology) counts for 2 Technology Units. It is not advisable to choose Radkart and VET: Engineering.
- Note – some VET Units are listed in this handbook because they are offered in place of a similar Year 10 subject.

FAST TRACKING

This term refers to students in one particular year level-studying Units from the year level above and therefore moving through the 'system' at a faster rate. Students in Year 10 may challenge themselves by undertaking at least one VCE Unit. This concept offers the student a number of advantages:

- I. A student gets a 'taste' of what is involved in studying a VCE Unit and is therefore better prepared for VCE in the following year. This is an excellent way of creating an easier 'transition' into their VCE studies.
- II. Students are able to broaden and extend their range of studies, to the point of 'fast tracking' a limited range of first year university subjects in Year 12.

Year 10 students interested in fast-tracking are advised to investigate the VCE subject/VET courses they are interested in by contacting the Senior School Team who will be able to provide you with help you in your decision and the relevant fast tracking application form.

YEAR 10 – SUMMARY OF UNITS

1. **English 1 & 2**
2. **Mathematics OR Extension Maths OR Foundation Maths**
3. **VCE – Industry and Enterprise**
4. **Arts**
 - Art
 - Drama
 - Visual Communication and Design
 - Media Studies
 - Rock Vocals
5. **Health and Physical Education**
 - Health
 - Physical Education
 - Outdoor Education & Environmental Studies
 - Home Economics - “Exploring our Multicultural Diet”
 - Physical Education – “Leisure, Life and Looking Good”
 - Pre Licence Education
6. **Science**
 - Science C – “Designer Science”
 - Science D – “Flower Power”
7. **Studies of Society & Environment**
 - S.O.H.O - Small Office - Home Office
 - Legal Studies
 - Business Management
 - History – Changing Nations
 - Geography – Natural and Human Geography
8. **Technology**
 - Ceramics
 - Engineering workshop practice
 - Systems & Electronics
 - Fibres
 - Food & Entertainment
 - Multimedia
 - Plastics
 - Photography
 - Radkart
 - VET CER1 Agriculture
 - Timber
9. **Languages Other Than English**
 - Italian – Si Parlo Italiano
 - Indonesian

YEAR 10 – ENGLISH

Compulsory Subject

ENGLISH - UNITS 1 & 2

Students read, view, discuss and analyse media texts. They identify the purpose of such texts and how they are affected by the time and place of their creation. They learn to write sustained and cohesive texts in a variety of forms and for a variety of purposes and to proof read and edit their own texts.

Students analyse the relationship between written and spoken texts and engage in discussions where they use the structures and features of spoken English effectively. They learn to draw on a range of strategies to present spoken, written and visual texts.

YEAR 10 - MATHEMATICS

Compulsory Subject

YEAR 10 students build onto their mathematical skills by increasing their understanding in the areas of algebra, trigonometry, linear and quadratic graphing, data handling and probability.

Students are asked to choose one of the three separate courses that run across the whole year:

- Year 10 Maths
- Year 10 Extension Maths
- Foundation Maths

Year 10 Maths Course and Year 10 Extension Maths Course

(These courses are very similar to ensure all students gain a solid grounding in mathematics. The semester two courses lead towards different VCE offerings in Maths as the Extension course has a greater emphasis on algebra.)

The **common first semester Unit** will include two main areas of study:

1. Perimeter, surface area, volume, circle work, 3D-shapes, transpositions of algebraic formulae, trigonometry and bearings.
2. Introduction to data, simple random samples, stratified random samples, data collection, tables, summary statistics, measures of spread, graphs, histograms, Excel chart wizard, boxplots, scatterplots, linear regression and interpreting data.

The **second semester Unit in Year 10 Maths** will include three main areas of study:

1. Calculations involving money and banking, comparing prices, percentages, percentage commission, finding the total amount, percentage change, simple and compound interest and international time and money.
2. Ordering techniques and permutations and combinations.
3. Algebra including solving, transposing and substituting into linear equations.

The **second semester Unit in Year 10 Extension Maths** will include three main areas of study:

1. Algebra including transposing formulae, factorisation, solving equations and index laws.
2. Algebra including methods of factorising, solving and graphing quadratic equations.
3. Calculate and use rates and sketch and interpret rates of change. Use algebraic and graphical techniques to solve simultaneous equations.

YEAR 10 - MATHEMATICS

Year 10 Foundation Maths Course

(This course is offered to students who will benefit by learning some everyday maths skills and who don't plan to continue with VCE Maths Units.)

The first semester Unit will include three main areas of study:

1. The Maths of Gambling
2. Time and Length
3. Maths Around The Home

The second semester Unit will include three main areas of study:

1. Maths in Sport and/or Art
2. Living on a Budget
3. Maths on the Job

NOTE –

The possible Maths pathways that a student may follow through years 9, 10, and 11 have been included in your package. Please read the information carefully, discuss your decision with your Maths teacher and your parents and include your choice on the priority sheets that have been provided for you in the package.

YEAR 10 – INDUSTRY & ENTERPRISE

Compulsory Unit

VCE Unit

VCE Industry and Enterprise allows all Year 10 students to fast track a VCE Unit. This provides the students with an opportunity to become familiar with the VCE requirements prior to Year 11 in the following year.

The central theme in this study is work and its place in Australian industry and society. Students will examine the vocational, economic and social aspects of work and will be encouraged to undertake a theoretical and practical investigation of these aspects throughout the Unit.

A key feature of the study is the requirement that students undertake work outside the classroom to achieve the objectives of the Units.

Students will develop some knowledge of the environment in which work occurs, explore issues related to work and use their experience from appropriate work settings to develop an understanding of the world of work.

UNIT 1 – Industry & Enterprise

Areas of Study

Australia: a working society

In this area of study you will examine the general notion and context of work in Australian society.

Industry: a setting for work

In this area of study you will look at how industry provided a setting for much of the work that takes place in Australia.

Assessment Tasks

- Work folio –activities related to the workplace
- Work placement and report
- Investigation of a career pathway

YEAR 10 - ARTS

Art

Focus on 20th Century Modern Art and the features that contributed to this evolution – new drawing styles, different use & understanding of colour, untapped sources for ideas. Students will explore all of these aspects and apply them to their practical work and discuss them in their written work.

A cost above the levy may be needed to cover Melbourne gallery excursions.

Drama

Students in this Unit will continue to develop skills in improvisation and planned improvisation. They will build on these skills and be introduced to scripted drama. In working with scripted drama the students will develop an understanding of the importance of stage craft.

As a preparation to VCE Drama the students will explore the possibilities of solo performance in the form of monologue. They will also develop an understanding of the dynamics of the actor-audience relationship. The Unit will also contain a research component where student will research the history of theatre.

Visual Communication & Design

This Unit enables students to develop drawing and design skills using manual and electronic (I.C.T.) production systems.

Freehand and instrumental drawing methods are covered extensively and the Design Process is used to develop final presentations for specific audiences. The visual communications of professional designers are analysed.

Media Studies

In this Unit students will develop advanced skills in video craft. This will provide them with a sound foundation for VCE Media Studies, and the knowledge base for expressing their creativity.

- Key Skills - Camera craft, non linear editing, green screen, compositing, key frames, after effects, audio recording, sound scrapes, music, stills (photography).
- Outcomes – Students will conceive, plan and produce a small group video project. The resulting professional quality DVD will be shown at the annual Technology and Arts festival at Westside.
They will study the history of music videos and develop an understanding of the genre.
Students will be encouraged to explore a range of extension activities designed to challenge and engage.
They may also visit professional studios, film shows or arts festivals.

YEAR 10 - ARTS

Rock Vocals

Students will develop skills in Music Performance using instruments and voice both in solo work and in bands. There will be an emphasis on using rock instruments (guitar, bass guitar, drums and keyboard), however students who play orchestral instruments have the opportunity to combine their sound to create interesting and modern styles.

As an extension of their study, it is recommended that students attend regular instrumental or vocal lessons. This will be managed on a rotational system. In this study, they will develop basic musicianship through listening, composing, performing, analysis and theory.

Students will have a chance to perform a wide variety of musical styles, from mainstream rock to Techno and R & B. Students can participate in a number of music industry based experiences, such as workshops with local bands, song-writing, studio recording, visiting local Radio Stations and concert reviews. They may also be able to publish music professionally using computer software and burning their own recordings onto CD.

YEAR10 – HEALTH & PHYSICAL EDUCATION

Health

Students learn to understand each other's rights, roles and responsibilities in relationships and the skills needed to promote and maintain well being. Students develop a deep understanding of a health issue that has an effect on adolescents and the wider community.

Students problem solve in relation to risk taking and minimising the harms of drug use and sexual activity. Students learn to examine their own values, attitudes and behaviour and develop strategies in taking care of themselves and others and how to access personal and community resources.

Physical Education

This Unit involves students taking part in physical activity in many forms, ranging from individual, non-competitive activity thorough to competitive team games. Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance.

Physical Education also includes knowledge about the human body. Students learn how developing physical capacity in areas such as strength, flexibility and endurance is related to both fitness and improving physical performance.

Outdoor Education & Environmental Studies

This Unit will assist students in their understanding of, and the learning of skills associated with the safe use of the outdoors.

Practical skills for travelling in natural environments will be a core component of the course. The importance of natural places both for people and for its intrinsic value is considered. Students will also learn ways to care for the outdoors whilst camping and in their normal everyday lives.

Students will be required to evaluate their own behaviour and investigate strategies to deal with potential conflict. Students develop skills by planning, participating in and evaluating camp and excursion activities.

Camps and excursions for Year 10 will cost approximately \$180. This cost must be paid in full prior to the commencement of the 2008 school year.

YEAR 10 - HOME ECONOMICS

Home Economics – Exploring our Multicultural Diet

In this Unit students examine the impact of history on the Australian food supply and diet. Students will explore our multicultural diet and identify the impact different migrant groups have had on our diet, food supply and eating habits.

The diet and health of some cultural groups will be examined, analysed and compared to the typical Australian diet. Using a variety of cooking techniques and equipment students will investigate, design, produce and evaluate foods from a range of cultures and for a variety of purposes.

Physical Education – Leisure, Life & Looking Good

The aim of this course is to provide an 'all girls' class with an in-depth look into women's health issues. Informing the students on these issues will help individuals be aware of health promotion strategies that assist in developing a healthier lifestyle and give them confidence to access them.

Topics covered include 'Body Image', 'Female Anatomy', 'Exercise', 'Eating Disorders', 'Pregnancy' as well as topics of interest generated by the class.

The students also have the opportunity to participate in the Reality Baby program. They analyse and evaluate the factors that affect women's health and develop strategies to improve personal health. Students will regularly participate in recreation, exercise and leisure activities that promote physical, social and emotional health.

Pre-Licence Education

This Unit introduces students to the requirements of gaining their Learner's Permit and/or Probationary Licence.

Students will undertake investigation and analysis of the impact of some of the following on health: risk taking, peer group pressure, road trauma, crashes, drink driving, road rage, speed, fatigue, Road rules, penalties, purchase and running a car, vehicle design rules, media campaigns, roles of Police, Vic Roads, TAC, RACV. Students develop strategies to improve safety for individuals and the community.

YEAR 10 - SCIENCE

Science C - “Designer Science”

In this Unit students will: Describe the operation of direct current (DC) series and parallel circuits in terms of current and voltage. Represent chemical change using symbols and formulas. Describe the similarities of element groups in the periodic table. Relate the properties of fundamental groupings of substances to the nature of their constituent particles. Describe the genetic basis of inheritance by interpreting human pedigrees and completing simple genetic crosses. Consider arguments for modern issues related to genetics.

It is strongly recommended that this Unit be attempted in Year 10 if you wish to study Year 11 Chemistry and /or Physics.

Science D - “Flower Power”

In this Unit students will: Describe cellular processes, including photosynthesis and respiration. Recall the requirements of plants in horticulture applications.

They will describe and explain the features of the mammalian skeletal, circulatory, muscular, respiratory and nervous systems. describe relationships between force, mass, speed, distance and acceleration of objects.

They will describe the fundamental nature of light and sound. Investigate the relationship between wavelength and frequency of sound. Investigate reflection, refraction and colour absorption as light interacts with its surroundings.

YEAR 10 – SOSE & INFORMATION TECHNOLOGY

Small Office Home Office

This Unit centres on major computer applications including word processing, spreadsheets, desktop publishing, multimedia, graphic design. Students will demonstrate a range of skills in organising information solutions using hardware technologies such as those commonly used by a small office or a small business run from home.

They will produce electronic communication products and record financial information electronically. The major themes are effective use of business computer tools and secondly, how to use the diversity of equipment now available to a small or home office.

These studies then provide an introduction to VCE Accounting, Business Management and Information Technology.

Legal Studies/Business Management

- Every society needs government. Laws are made, decisions taken and policies created with the aim of improving Australia as a society. This Unit covers issues regarding civil rights and civic duties and provides an understanding of law-making processes and systems.

Students also analyse current legal issues and evaluate the effectiveness of democratic processes. Topics include, Why do we need laws, How laws are made, Individual rights and responsibilities, Criminal and Civil Law, Types of crimes people commit, Criminal Investigation, Our jury system, Police Powers, and the criminal courtroom.

Excursions will include a visit to Dhurringile prison and interacting with offenders, and a visit to a criminal/civil hearing at the Shepparton Magistrates court.

You will also explore –

- The basics of the Australian economy
- The place of small business in the economy
- How small businesses work – setting up, finance, location, legal requirements, staffing, marketing and advertising
- The course will include excursions to Mooroopna and Shepparton CBD areas to examine small businesses in action, Internet investigations into small business operations, webquests and the use of interactive business software.

YEAR 10 – SOSE & INFORMATION TECHNOLOGY

History ‘Changing Nations’

This Unit investigates 20th Century Australian history. The study involves an investigation into the way war, depression and migration affected the development of Australian society. Students investigate, analyse and describe the life of various social groups involved in Australia’s development. They draw conclusions about the extent and causes of change which occurred during the 20th century.

Natural & Human Geography

In this study we will examine issues related to the use of resources and management of natural environments, global issues, physical processes, and mapping skills.

Our investigations will also look at how natural systems can impact upon people and how they learn to cope with disaster. Students will also use primary data and resources to assist them in their investigations.

Through a field investigation, students will acquire first hand experience of the physical processes and/or human activities associated with these places.

YEAR 10 – TECHNOLOGY STUDIES

Students can take these Units in any order or combination from the range offered.

In most cases course fees cover materials used, however in some instances students will be required to pay for additional materials.

Ceramics – Be Proud - Express Yourself

This course emphasises the capacity to think creatively as a central component of being able to problem–solve and be innovative. Students will learn to seek new and exciting alternatives as their creative skills develop. Both traditional and cutting edge techniques and ideas are explored, shared and used. Students will learn to take risks with their thinking and make new connections as they create works for exhibition devised from a range of abstract ideas and stimuli that demonstrate the development of their personal expression.

Fibres – ‘Fashion at your Fingertips’

This elective course aims at enabling you to further your confidence and expertise when working with various fabrics and fibres.

You will:

- develop your own designs and begin basic pattern making and drafting.
- experiment with packaging and marketing
- prepare images for screen printing using the computer and scanner
- explore fabrics and construction techniques suitable for evening and special occasion wear.

Food & Entertainment

This course develops an understanding of food preparation and presentation for catering and the food industry. Students design, plan and produce foods for guests or a special occasion. They evaluate and suggest improvements they could make to their products and the processes they used. Research, observation and exploration develop an understanding of the physical and chemical properties of food and the use of tools and processing to enhance its quality. An understanding of health, environmental, social and economic factors are important in designing foods to meet people’s needs.

YEAR 10 – TECHNOLOGY STUDIES

Engineering Workshop Practice

This elective course introduces the student to the basics of engineering. Students solve a set of design brief problems, while learning the fundamentals of design and construction. Students study: lathe work, oxy/acetylene gas, resistance and MIG welding and cold forming materials by bending, shaping and forming. Students will make a range of models such as candle arbours, pot plant holders, wine racks, oil burners, toilet roll holders, garden hose holders, B.B.Q Tools while learning important skills along the way. This Unit is targeted to both genders and is designed also for future pathways at VCE level and is a great alternative to Radkart. Along with Radkart, it can also be used as a prerequisite to VET Engineering.

Systems & Electronics

This Unit further promotes the use of the technological process of investigate, design, produce and evaluate. Students develop an understanding about systems and how they have impacted on past and present societies. Student's design and implement electronic circuitry in functional activities, whilst gaining associated skills such as soldering etiquette, diagnostic testing and safe workshop practices.

Multimedia

There are two main focuses in Year 10 Multimedia –

INTERACTIVE MEDIA

This module allow students to acquire skills in the development of interactive media as applied to problems associated with personal, community and industry needs. The module focuses on the user control of interactive media created through the use of authoring environments and tools. The emphasis is on aspects of design and the processes of production rather than on the technical aspects of commercial development.

DIGITAL MEDIA

This module allows students to develop skills in the creation, manipulation, storage and use of digital media as applied to problems associated with personal, community and industry needs. The module focuses on the use of text, static and dynamic graphic images, photomedia, audio and video images in digital format on computer technology. Products developed will be non-interactive with a linear structure. The emphasis is on aspects of design and the processes of production rather than on the technical aspects of commercial development.

YEAR 10 – TECHNOLOGY STUDIES

Students will also be encouraged to adopt an enterprising approach to the technology process. Through the investigation of design problems, which they may take part in identifying, students will learn to collect and use relevant information and develop marketing options for products and services. Students will gain essential life skills in problem solving, time management and communications while working both independently and collaboratively.

Photography “Clicks n’ Pics”.

This elective course aims to provide learning experiences to develop students' knowledge and understanding of black and white photography, by responsible use of photographic equipment, darkroom facilities and processes to gain technical skills and creativity. Students investigate the basic theory and processes of photography and design, produce and present photographic images. Photographic images will be evaluated for technical merit and aesthetic qualities.

Emphasis is on:

- taking creative 'shots'
- responsible camera use
- excellence in photo printing
- photography presentation

Plastics

This elective course involves the identification and use of plastics (polymers) to gain a working knowledge and understanding of their specialist applications with reference to function, design, safety and Australian standards. Students explore a range of factors that effect product design and technological innovation, including function; aesthetics; processes; equipment; social, environmental and economic factors; and become aware of emerging materials, which have evolved to enhance the contemporary range, provide solutions and the part they play in product development.

Timbers

Students further enhance their skills with the technological process, investigate, design, produce and evaluate. As a part of students becoming aware of new and emerging materials, they investigate their environmental and economical impact as well as the versatility of manufactured boards.

YEAR 10 – TECHNOLOGY STUDIES

Radkarts

This elective course introduces the student to a mechanical appreciation of the internal combustion engine, its operation, assembly, cycles and various components within its system. Students solve a set of design brief problems using their engine as a power plant, while learning the fundamentals of design and construction.

Students study: lathe work, oxy/acetylene gas, manual metal arc, resistance and MIG welding; materials testing, gearing systems, safe driving practices, engineering fuel efficiency equations, which are used to evaluate the 'teams' vehicle performance in a distance trial 'Grand Prix' track event.

YEAR 10 – LANGUAGES OTHER THAN ENGLISH

Indonesian

This Unit of Indonesian is a consolidation and extension of the language students have acquired.

In Indonesian students will participate in communicative and intercultural activities relating to different aspects of Indonesia, including way of life cultural activities and current events and issues. The Four language skills of speaking, listening, reading and writing will be further developed and consolidated. This Unit will build students' confidence in using the language for effective communication. A school trip to Malaysia will be offered to students in September 2008.

Italian - Si, Parlo Italiano

This Unit of Italian should be viewed as a consolidating Unit on the art of communicating in a target language. The world of teenagers in and out side school will have a great part in this Unit. Visiting and/or keeping touch with other school, using the same language, will be a component of this Unit. Every second year students will have the opportunity to experience a trip to Italy in order to consolidate their oral skills and experience the Italian Culture. Vocational and work related terminology would be also covered during this course.

YEAR 10 PATHWAYS & BEYOND

Individual Student Pathways

STUDY OPTIONS

When selecting subjects that you might choose to Fast track in, it is important for you to keep in mind what you may wish to pursue after you complete your VCE. This is not always easy or straightforward for many students who are in Year 9, but it is something that should be addressed.

Several '**STUDY OPTIONS**' are listed towards the end of this book. These have been designed to assist you to plan a program of study for Year 10 and beyond. These will help you plan a study program, which may best suit your future plans, whether they be for employment or tertiary study. These proposed subject 'packages' should only be seen as a guide to your course planning.

- Behavioural Science Options
- Business Studies Options
- Community and Welfare Studies Options
- Electronic/Electrical/Computer Systems Options
- Graphic Design and Art Options
- Humanities Options
- Health and Human Development/Biological Science Options
- Health and Human Development/Physical Education Options
- Information Technology Options
- Mathematics and Science/Engineering Options
- Medical and Health Science Options
- Media and Performing Arts Options
- Planning and Architecture Options
- Sport and Recreation Options
- Technology Options

Please take the time to read through the range of suggested subjects, which could be undertaken in each of these areas.

The process of consultation should include reading through the Handbooks, talking to such people as your Subject teachers, Year Level Coordinators, Careers teachers and parents.

YEAR 10 PATHWAYS & BEYOND

What is your Individual Pathway?

Make some good choices....

VCE UNITS - Fast Tracking

ENGLISH

- ENGLISH LITERATURE

HUMANITIES

- HISTORY
- GEOGRAPHY

HEALTH & PHYSICAL EDUCATION

- HEALTH AND HUMAN DEVELOPMENT
- PHYSICAL EDUCATION
- OUTDOOR EDUCATION

THE ARTS

- STUDIO ART
- MUSIC PERFORMANCE
- VISUAL COMMUNICATION & DESIGN
- DRAMA
- MEDIA

BUSINESS STUDIES

- ACCOUNTING
- BUSINESS MANAGEMENT
- LEGAL STUDIES

L.O.T.E.

- L.O.T.E. - ITALIAN OR INDONESIAN

SCIENCE

- BIOLOGY
- PHYSICS
- CHEMISTRY
- AGRICULTURE AND HORTICULTURE
- PSYCHOLOGY

INFORMATION TECHNOLOGY

- INFORMATION TECHNOLOGY

TECHNOLOGY STUDIES

- DESIGN AND TECHNOLOGY – WOOD,METAL,PLASTICS
- FOODS AND TECHNOLOGY

VCE STUDIES

VCE/VCAL (Year 11 / 12)

Important Information - VCE 2008 Requirements

VCE Units are organised on a semester system. Each Unit lasts for one semester or half year. Units 1 and 2 can be done as single Units. Units 3 and 4 have to be done together as a sequence.

1. Student Programs

A VCE student program will normally consist of a minimum of 22 Units and a maximum of 24 Units completed over 2 years or 3 years.

In selecting Units for your program you must include:

- English Units 1/2 OR Literature Units 1/2 and either English Units 3/4 OR Literature Units 3/4.
- Most students will select FOUR pairs of 3/4 level Units PLUS English Units 3 & 4 or Literature Units 3 & 4 in their second year of VCE (i.e. Year 12).
- Students may elect to take a pair of 1 & 2 level Units in place of a pair of 3 & 4 Units at Year 12, however this will depend upon student numbers, timetabling and the counselling of students who wish to make this choice.
- Students may elect to take a pair of 3 & 4 level Units in place of a pair of 1 & 2 Units at Year 11, however this will depend upon student numbers, timetabling and the counselling of students who wish to make this choice.
- Students may elect to complete a VET program as part of their VCE.
- Students may elect to undertake a School Based Part Time Apprenticeship as part of their VCE program.

2. Satisfactory Completion

To be awarded the Victorian Certificate of Education, you must satisfactorily complete at least 16 Units, including:

- at least three Units of English or Literature
- at least three pairs of Units 3 and 4 of studies other than English or Literature

Note - Satisfactory completion of a Unit is based on the school's judgement that the student has demonstrated achievement of the outcomes.

YEAR 11 – COURSE SELECTION 2008

Guidelines for choosing Units

When planning your 2 or 3 year VCE Course, you should include choices from a wide variety of subject areas in order to provide the necessary background for subject choice in Year 12. At the same time, you should ensure that you have the necessary prerequisites for employment or tertiary entrance.

There is flexibility in the VCE programs and the following points are guidelines that should be considered when choosing a course -

- Ensure that prerequisites are met or can be met for intended tertiary studies.
- Ensure that the Units you choose for Year 11 allow for an alternative Year 12 course to be taken up if your career or tertiary course intentions change during your Year 11 as you are experiencing the first year of your VCE
- Try to spread your Unit selections over at least three areas of study.
- Try to choose some sequences of 1 and 2 Units at Year 11 to guarantee a strong understanding in that subject area. If possible try to also select single Units that are not repeated in the next semester to give you a wider variety of subjects in your VCE which will give you a broader background from which you can choose your Year 12 subjects in the following year.
- You should plan a VCE program consisting of 22 or 24 Units taken over the two or three years:

Year 11: 12 Units - 6 Units per Semester

Year 12: 10 or 12 Units - 5 or 6 Units per Semester

(Students will normally be expected to take 10 Units in Year 12)

NOTE - also read the following two pages regarding Year 12 Course Selection.

VCE Counselling

Year 10 students are taught the VCE/VCAL regulations, selection rules, tertiary entrance requirements and post school options in their Industry and Enterprise classes. The actual student counselling occurs in these classes by their I&E teachers during Term 3.

Guidelines for choosing Units

In planning a Year 12 course of study students should take into account the following:

Students must take:

- a total of 5 pairs of Units which is to include:
- English 3 & 4 or Literature 3 & 4
- at least 3 other pairs of Units 3 & 4
- one other pair of Units (either levels 1 & 2 or 3 & 4)

YEAR 12 – COURSE SELECTION 2008

Students may elect to take 6 pairs of 3/4 Units in order to gain extra points for their Equivalent National Tertiary Entrance Rank [ENTER] (however this needs to be weighed against the additional workload this program would involve). A student who chooses a full program of 6 Units would not have any private study periods.

Year 12 students may elect to choose any pair of 1/2 level Units in place of a pair of 3/4 Units, however whether they run will depend upon there being sufficient student numbers and if the Units can be placed on the timetable and the VCE blocking. Students who elect to choose a pair of 1/2 Units will be counselled on the implications of that choice.

2. Tertiary Courses and Prerequisite Studies

To be eligible for entry into a tertiary institution students will need to have satisfactorily completed the VCE, including Units 3 & 4 of English or Units 3 & 4 of Literature.

Many tertiary courses have prerequisite studies that students must satisfactorily complete in their VCE in order to be considered for those courses. Usually these prerequisite studies are to be taken at Units 3 & 4 level.

It is most important that students investigate the specific course requirements for each tertiary course that they may wish to apply for at the end of Year 12 and are aware of any prerequisite 3 & 4 VCE Units to be completed.

Entrance to most tertiary institutions will be based on the results that students achieve in their best 4 (Four) Unit 3 & 4 studies / VET Units (including English or Literature) with an additional 10% of the score of the 5th or 6th Unit 3/4 study / VET Unit.

Information on tertiary courses and scoring can be found in the "Tertiary Entrance Requirements" booklet which is available from Mr. Lucas or the Library. Tertiary course and career information is also available from the OZJAC computer program located in the Careers Room or the on the College intranet.

3. Interests/Ability

Consideration needs to be given to those studies that students are most interested in as motivation is an important factor in VCE studies. Students should also take into account those studies that they are most likely to succeed in, and obtain their best results for the calculation of their Equivalent National Tertiary Entrance Rank [ENTER]

4. Equivalent National Tertiary Entrance Rank (ENTER)

Entrance to most tertiary institutions will be based on the results that students achieve in their best 4 (Four) Unit 3 & 4 studies (including English or Literature) with an additional 10% of the score of the 5th or 6th Unit 3/4 study/VET Units.

In order to maximise their Equivalent National Tertiary Entrance Rank [ENTER], each student who intends to apply for a tertiary course is advised to take at least 5 pairs of 3/4 level Units (including English or Literature) in Year 12.

YEAR 12 – COURSE SELECTION 2008

5. VCE Two Year Program

Students should consider the 2 or 3 year VCE program that they planned at the end of Year 10 as a guide in confirming their Units for Year 12.

Please note that students are free to make changes to the Year 12 Units that they originally planned for, or selected, at the end of last year.

VET – IN SCHOOLS PROGRAMS

multiplying your opportunities

A **VET in schools program** lets you take your **VCE** and a **VET Certificate** at the same time. VET programs provide for a more vocational VCE by combining both vocational and general education. On successful completion of study students are awarded their **VCE** as well as a nationally recognised **VET Certificate** (e.g. Certificate 3 in Information Technology).

What does a VET in schools program give you?

- A full **Victorian Certificate of Education (V.C.E)**
- A Nationally recognised **VET Certificate**
- A **Statements of Results** showing all Units and modules completed.
- The VET Units are included in the calculation of the ENTER score.
- **Credits** towards any further vocational courses (e.g. TAFE courses) that students may enrol in based on the modules completed in the Vet in Schools Program.

Students indicated that the programs gave them:

1. improved chances of entering TAFE or University.
2. clearer career and study pathways after the VCE
3. a range of job skills.
4. greater confidence in tackling the labour market.

VCE students are provided with more options without detracting from their existing pathways. A VET in Schools Program gives students options in higher education as well as providing them with additional pathways to training and work. It's all about **multiplying opportUnities**.

NOTE - See Mr Lucas for information on the programs available.

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for Years 11 & 12 students.

The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. And like the VCE it is a recognised qualification.

Students who choose to do the VCAL are likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing school. However if you start your VCAL and then decide the VCE is the right option for you after all, it won't be too late for you to change your mind. In fact, any VCE Units and VCAL Units (at Intermediate and Senior level) you complete as part of your VCAL will count towards your VCE, should you decide to transfer between certificate courses.

The VCAL's flexibility enables you to undertake a study program that suits your interests and learning needs. Fully accredited modules and Units are selected for VCAL's Four compulsory strands:

- **Literacy and Numeracy Skills.**
Your VCAL program must include literacy and numeracy subjects. These can be selected from VCAL Literacy Skills, VCE English and VCE Maths.
- **Work Related Skills.**
In order to develop 'employability' skills, VCAL gives you the choice of undertaking either a structured work placement or part-time apprenticeship/traineeship or part-time work. You can also study Units and modules that will help prepare you for work, for example occupational health and safety or job interview skills.
- **Industry Specific Skills**
Students are required to undertake a Vocational Education & Training (VET) subject as part of their VCAL program. There's a wide range of VET options to choose from including automotive, engineering, building and construction, hospitality, multimedia, IT, agriculture and horticulture.
- **Personal Development Skills**
As part of your VCAL program you will take part in community-based projects and/or structured activities that will help develop you teamwork skills, self-confidence and other skills for life and work.

To successfully complete your VCAL you will need to gain a minimum of 10 credits/Units at the appropriate level.

VCAL

Where can the VCAL take me?

What are my options once I have completed the VCAL?

The VCAL will give you practical work-related experience and a qualification that will be recognised by TAFE institutes and employers. Together these will help you move from school to work, an apprenticeship or traineeship and/or further training at TAFE.

Any VCE Unit the students complete as part of their VCAL count towards the VCE. Therefore students will be able to return to VCE in Year12 if they feel this is a better option for them or continue on with VCAL. The students will also be able to receive credits into VCE for some VCAL Units undertaken.

Will the VCAL get me ready to enter a trade?

Once you have completed your VCAL you will have earned credit towards a trade or industry certificate and will have knowledge of areas such as Occupational Health & Safety (OH&S). This prior learning will be recognised and count toward your apprenticeship or traineeship.

FREQUENTLY ASKED QUESTIONS ABOUT THE VCE

- Q. ***How many Units should I choose each semester in the VCE?***
A. You should choose 6 Units in each of semesters 1 and 2 (Year 11) and 5 Units in semesters 3 or 4 (Year 12).
- Q. ***How many Units should I choose in total for my VCE?***
A. You may choose as low as the minimum of 16 or as high as 26. Most full-time students attempt the range of 20-24 Units over the two years or three years; the vast majority of these complete 22 Units (12 in Year 11 and 10 in Year 12).
- Q. ***Can I take longer than 2 years to complete my VCE?***
A. Yes. You may spread your VCE over 3 or more years.
Many students at MSC select a VCE Unit in their Year 10 program.
- Q. ***Can I do some Unit 3 & 4 studies while in my first year of VCE?***
A. Yes. It is actually a very good idea to Fast Track a Year 12 subject particularly if you have Fast Tracked in Year 11 and if you intend going on to University. It gives you the 'experience' of the standard of Year 12 and the forms of assessment and also increases your ENTER score.
- Q. ***Can I change my VCE course for the second semester?***
A. Yes, for Unit 2. However, Units 3 & 4 must be done as a sequence and so can't be changed halfway through.
- Q. ***What if I am away on the day a SAC is due in?***
A. We are treating SACs like exams in Year 12. If you are absent then you must provide a medical certificate.
- Q. ***What does it mean if I decide not to do the SACs?***
A. You can still pass the VCE but you will not be considered for tertiary entrance as you will not get a Equivalent National Tertiary Entrance Rank [ENTER]
- Q. ***What if I find I am having difficulty with my VCE work?***
A. You would need to consult with your teacher firstly, then, if the problem still exists see your Year Level Coordinator or the VCE Coordinator. (A last possible option would be for your course to be reduced).
- Q. ***Can I repeat a Unit?***
A. Yes, you can do a Unit twice if you want to but you can only get credit once for your certificate.
- Q. ***What if I have an extended illness/absence and I miss a large section of the work?***
A. You will need to consult with your teacher/VCE Coordinator and your options is Special Provision.

NOTE: There may be the possible option of some work expectations being omitted.

FREQUENTLY ASKED QUESTIONS ABOUT THE VCE

- Q. ***Do I have to stay at school until I complete my VCE?***
A. No, you may leave when you like and you will receive credits for the Units you have completed. You may then choose to leave permanently or you may choose to resume your studies at a later date. For instance, you may choose to complete your course at a TAFE College.

- Q. ***What if I have an extended illness/absence and I miss a large section of the work?***
A. You will need to consult with your teacher/VCE Coordinator and your options is Special Provision.

NOTE: There may be the possible option of some work expectations being omitted.

- Q. ***Do I have to stay at school until I complete my VCE?***
A. No, you may leave when you like and you will receive credits for the Units you have completed. You may then choose to leave permanently or you may choose to resume your studies at a later date. For instance, you may choose to complete your course at a TAFE College.

- Q. ***Who is the school contact for Youth Allowance?***
A. The Careers teacher.
Note: Youth Allowance has stringent attendance requirements such as: "Once a student has accumulated five days of unapproved absence in a term then Youth Allowance assistance may be cut."

- Q. ***If I begin a subject and then decide that I would like to alter my course what do I do?***
A. For Unit 1 and 2 you may alter your course of study in the first three weeks of the study. After that time your course can only be altered at the end of semester. For Unit 3 & 4 you may only alter your course in the first three weeks of the school year. No changes will occur at the end of semester.

- Q. ***What happens if I miss a lot of classes?***
A. All VCE teachers keep a roll and will submit these each month and if your absences are over ten per cent (10%) in one semester (i.e. approx. eight classes) then you will have to formally justify the absences to the VCE Committee.

- Q. ***What if I move schools during VCE?***
A. You will obtain credit for work completed so far. Your results up to date will be sent to the new school on a computer disk.

VCE - ENGLISH

English is a common study that encourages students to regard reading, writing, listening, speaking and thinking as active and integrated processes.

In Unit 1 to Unit 2 students have three Areas of Study

- Reading and responding
- Creating and presenting
- Using language to persuade

In Unit 3 students have three Areas of Study

- Reading and responding
- Creating and presenting
- Using language to persuade

In Unit 4 students have two Areas of Study

- Reading and responding
- Creating and presenting

Unit 1

EN1

Outcome 1

Identify and discuss key aspects of a set text, and to construct a response in oral or written form.

Outcome 2

Create and present texts taking account of audience, purpose and context.

Outcome 3

Identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

Unit 2

EN2

Outcome 1

Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral/written form.

Outcome 2

Create and present texts taking account of audience, purpose and context.

Outcome 3

Identify and analyse how language is used in a persuasive text and to present a reasoned point of view in an oral or a written form.

VCE – ENGLISH

Unit 3	EN3
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Outcome 1

Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.

Outcome 2

Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose: and to discuss and analyse in writing their decisions about form, purpose, language, audience and context. n.

Outcome 3

Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

Unit 4	EN4
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Outcome 1

Develop and justify a detailed interpretation of selected texts.

Outcome 2

Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose: and to discuss and analyse in writing their decisions about form, purpose, language, audience and context. n.

VCE – LITERATURE

The study of literature develops knowledge and enjoyment of a wide range of literary texts.

Unit 1

LI1

This Unit enables students to develop effective reading strategies, to examine the ideas and views of life which are presented contexts. The Unit covers various kinds of literature with a particular focus on texts produced since 1950.

Outcomes

Discuss personal responses to one or more literary texts; justify own responses.
Analyse critically and creatively the ways in which a text reflects views and values.
Analyse the construction of a film, television or multimedia text.

Unit 2

LI2

The focus of this Unit is on developing reading strategies and personal responses to literature, and an understanding of how themes and ideas in texts comment on personal and social experiences. It covers a wide variety of literature with an emphasis on works from different historical periods.

Outcomes

Analyse the development of a personal response to one or more literary texts.
Analyse critically and creatively a text from a past era.
Produce an extended comparative piece of interpretative writing.

Unit 3

LI3

These Units involve students in analysing a range of texts from different periods, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts.

Outcome 1 Students complete a written response on how meaning is enacted or recreated when a text is performed or adapted for performance.

Outcome 2 Students complete an essay which analyses the views and values in a text.

Outcome 3 Students evaluate views of a text and make comparisons with their own interpretation

Unit 4

LI4

Outcome 1 Students respond imaginatively to a text in a piece of writing.

Outcome 2 Students complete a written analysis of features of a text.

The external exam is worth 50% of the overall assessment. The task will assess student's ability to write sustained interpretations of two different kinds of texts.

TEXT SELECTION

In Literature Units 3 & 4 students must read and study six texts from a range of different genre ranging from novels, short stories, poetry, plays, mini-series and other styles of texts.

VCE - ACCOUNTING

Accounting is concerned with keeping financial records for individuals, clubs and businesses. The study of Accounting also looks at issues such as personal investments, obtaining a loan, taxation and budgeting. Computers and accounting software packages are used extensively throughout this study. The information and skills obtained from this study are most valuable for personal financial organisation and for further studies in the business area.

Unit 1 - Establishing & operating a service business AC1

This Unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users. Recording and reporting is restricted to the cash basis.

Unit 2 - Accounting for a trading business AC2

This Unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions and stock. They use financial and non-financial information to evaluate the performance of a business. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Unit 3 - Recording and reporting for a trading business AC3

This Unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasizes the role of accounting as an information system. Students are introduced to the double entry system of recording using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

Unit 4 - Control & analysis of business performance AC4

This Unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process.

The Unit covers the accrual recording and reporting system for a single activity trading business using the perpetual inventory recording system. Students learn about the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, financial performance and financial position. In this Unit students evaluate the information prepared and analyse the results in order to suggest strategies to the owner.

VCE – BUSINESS MANAGEMENT

Business Management combines theoretical study with business contact in the community involving small and large businesses. The contact will take the form of on-site visits, guest speakers, interviews, videos and other activities. Students will assess both large and small business with focuses on human resource management, operations management, public relations, advertising and corporate management.

Unit 1 - Small Business Management

BM1

This Unit focuses on the management of small business in Australia. It provides an opportunity for students to explore the operation of a small business and its likelihood of success. Business concepts, small business decision-making, planning, evaluation and the day-to-day operations of a small business are an option that students could implement, as they are viable and often utilised in daily life.

Unit 2 - Communication and Management

BM2

This Unit focuses on the management of small business in Australia. It provides an opportunity for students to explore the operation of a small business and its likelihood of success. Business concepts, small business decision-making, planning, evaluation and the day-to-day operations of a small business are an option that students could implement, as they are viable and often utilised in daily life.

Unit 3 - Corporate Management

BM3

This Unit focuses on the way large organisations are managed in order to achieve their objectives. There are three key areas that will be covered.

Large-scale organisations in context examines what large organisations are and how they contribute to the Australian economy.

The Internal Environment of Large Organisations investigates key issues such as the management structures, the role of managers and the management styles and skills required to manage large - scale organisations.

The Operations Management Function examines the management of a large organisations' operations systems. It will cover issues such as factory design and layout, quality management and the impact of technology on operations.

Unit 4 - Managing People and Change

BM4

This Unit focuses on the management of human resources (people) in Australian organisations and the management of change.

The Management of Human Resources will cover - the employment cycle and employee relations.

The Management of Change will cover change issues and how they impact on all aspects of the internal environment of large organisations. Some of the issues examined include – business ethics, globalisation, mergers and acquisitions, technological developments, legislation and privatisation.

VCE - GEOGRAPHY

Geography investigates the Earth's natural and human environments. This study will examine local or regional environments and undertake field trips to investigate such issues as water quality, coastal processes and managing our natural parks. You will compare living conditions in Australia with overseas countries. Research will be undertaken on environmental issues that interest you and examine how physical and human factors shape the way in which we use this planet. We also examine how changes in our environment affect our living conditions and the way in which we respond to these changes.

Unit 1 - Place & Change

GE1

In this unit we investigate the geographic characteristics of places and the ways in which they change. We look at the long and short-term changes that occur to places through natural processes and human activities.

Natural processes in our investigation will include wilderness areas, plate movement, climatic change, weathering, invasion by plants and the changing coastlines. Human activities also transform places so this study will look at how farming, the growth of cities, international trade and other human activities such as conservation alter the natural ecosystems through their destruction or preservation.

Unit 2 - Living Conditions

GE2

This unit investigates the changing landscapes in living conditions in Australia and overseas. This study will include our access to water, food, shelter, health, employment, education, political circumstances (like war) and recreation, which contribute to our living conditions. We also look at differing cultural attitudes and social practices that also influence the development of these variations upon living conditions.

Unit 3 - Resources

GE3

This unit investigates the nature and distribution of resources and the variations in their use in different places and time periods locally, regionally and globally. We examine patterns of resource development and how influences such as environment, history, economics and politics affect the distribution and use throughout the world. This study also focuses on the effectiveness of management policies in relation to conserving and preserving resources for future generations.

Unit 4 – Global Perspectives

GE4

This Unit investigates the geographic characteristics and influences of global phenomena such as El Nino, international tourism, climate changes, the spread of telecommunications and human activities upon people and places around the globe. Through investigative reports you will evaluate the effectiveness of government policies towards repairing and managing our resources around the world. Each student will examine and report on two global phenomena from natural processes and human generated activities.

VCE - HISTORY

History helps you to organize ideas, draw conclusions based on observations and evidence; understand the present and anticipate the future; and interpret a variety of representations. The subject is valued by tertiary institutions for its insight into the nations' background and for the research and analysis skills developed by the study. The subject also is a nice compliment to other subjects because it helps you to write effective essays and teaches you skills important in developing new ideas.

Unit 1 – 20th Century History	HI1
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Crisis and conflict - How was it that Hitler was seen as a fool by many in 1922 and yet in 1933 he had control of the most powerful nation in Europe. We will examine the events which aided his rise.

Social Life - How did everyday life change for the German people, especially the Jewish people? Cultural Expression - The Nazis changed everything in Germany that they didn't like. They even controlled the film industry. We will examine a Nazi film to see how they also controlled people's minds.

Unit 2 – History Power & Authority	HI2
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In this study we examine class and hierarchy that exist in society. We will investigate the divisions that occur in certain nations and how individual's life experiences were determined by the class they were born into. This study will look at how authority is obtained, maintained and legitimized through the family connections, education and the kind of occupations you were able to seek or limited to in a controlled society.

Unit 3 & Unit 4 - Revolutions	HI3 & HI4
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Revolutions are the turning point in the direction we have taken in modern times. It marks the end of one form of government and the beginning of a change in both social and political programs.

VCE - HISTORY

We will examine two revolutions this year and look at the changes that occurred in each country that would forever transform the nature of each country in relation to its past. In this study we look at the processes that broke down the old societies of privilege and wealth; caused the devastation of civil war and counter-revolution; imposed a new order and the development of a new society.

Revolution then is the study of how people in a country make a deliberate attempt to change the direction of society and hopefully create a better place. As we shall discover in our investigations this change is not gained peacefully or without considerable upheaval to all members of society.

Unit 3 - French Revolution

Area of Study 1 - An evaluation of the role of ideas, leaders, movements and events in the development of the revolution.

Area of Study 2 – An analysis of the problems facing the new government and their attempts to create a new society in the face of opposition.

Unit 4 – Russian Revolution

Area of Study 1 - An evaluation of the role of ideas, leaders, movements and events in the development of the revolution.

Area of Study 2 – An analysis of the problems facing the new order and their attempts to create a new society in the face of counter-revolution.

VCE – LEGAL STUDIES

Unit 1 - Criminal Law & Justice

LS1

This Unit explores the distinction between legal and non-legal rules, the Victorian court hierarchy, and the process of making laws through parliament. It focuses on the role of police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions that are available to the criminal courts. In addition, students explore the concepts of fairness and justice within the criminal justice system.

Unit 2 - Civil Law & Law in Focus

LS2

This Unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims within our legal system available to enforce the civil rights of our citizens.

As well as the judicial procedure to resolve civil disputes, the Unit also investigates the alternative avenues of dispute resolution and their effectiveness. This Unit provides students with the opportunity to explore specific areas of law and to analyse contemporary legal issues.

Unit 3 - Law Making

LS3

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 Commonwealth Constitution on the operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

Unit 4 - Dispute Resolution

LS4

This Unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution with a view to comparing and evaluating the operation of the various dispute resolution methods. Students develop an understanding of 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 will be examined and students will also review the operation of the adversary system, giving consideration to its strengths and weaknesses.

Students will compare features of the adversary and inquisitorial systems of dispute resolution. In this Unit students evaluate the effective operation of the Victorian legal system and make recommendations for possible improvement and reform.

VCE – HEALTH & HUMAN DEVELOPMENT

Health is about promoting the wellbeing of individuals, families and communities. It explores the physical, social and emotional aspects of health and development beginning with the individual and progressing to family, community and an international perspective. The study recognises that health and development are influenced by lifestyle, environment, heredity and access to health services and explores strategies to promote wellbeing. This study area will help you to understand yourself and others but is particularly relevant for those wishing to pursue a career in teaching, childcare, hospitality, social work, nursing, dietetics or health promotion.

Unit 1 - Youth Health & Development

HH1

An understanding of the health, development and factors that influence health particularly as a person moves from adolescence to young adulthood. Many physical, social and emotional changes take place and this course examines challenges such as sexual and reproductive health, interpersonal relationships, drug use, living independently, mental health, road safety and community safety.

Unit 2 - Individual & Community Health & Development

HH2

An understanding of health and development throughout childhood and adulthood and the roles families and the community play in organising health.
An understanding of adult health and development including relationships, lifestyle, social, economic and cultural factors which influence health. An understanding of health care in Australia and the range of services available to assist individuals, and groups to improve their health.

Unit 3 - Nutrition, Health and Development

HH3

Develops an understanding of Australia's health care system and how the health of a nation is studied and measured and what factors cause different levels of health among our population. The impact of food and nutrition on health is a key part of this study. Students study a range of strategies used in our community to improve nutrition and other areas of health.

Unit 4 - Global Health and Development

HH4

A study of the way individuals grow and develop physically, socially and emotionally as they move across the lifespan. Develop an understanding of the way inherited and environmental factors such as nutrition, access to health care, education and lifestyle have an impact on development and health. Study the similarities and differences in health issues affecting people in rich industrialised countries and in poor developing countries and suitable sustainable strategies to address these issues.

ASSESSMENT

Tasks may include: Written Reports, A case study or data analysis, End of Unit/year examination

VCE – PHYSICAL EDUCATION

Physical Education is the study of physical activity's place in our modern society, how it has changed over the years and its effect on our lifestyles. It combines theoretical study with practical application. Students would be involved in two practical periods each week. Knowledge gained from this subject would be useful in careers dealing with health, fitness, recreation, rehabilitation and areas of medicine (e.g. physiotherapy). Current involvement in regular activity would be beneficial but not essential.

Unit 1 - Learning and Improving Skill

PE1

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. The ways in which a coach influences his or her athletes can have a significant effect on their performance, and the methods and approaches that the coach puts into practice will impact on the individual athlete in different ways. By studying various sports psychology concepts such as arousal and anxiety, and the effects these can have on performance, students will be able to apply these psychological principles to the sporting arena.

Students will also focus on general principles that are common to analysing physical performance and learning physical skills, and the biomechanical principles of movement involved in these skills.

The Unit approaches the biomechanics of physical skills from the perspective of improving physical performance. Students use practical activities to enhance the theoretical understanding of factors involved in learning and improving skill.

Unit 2 - The Active Body

PE2

This Unit introduces the students to an understanding of physical activity, including the relationships between body systems and physical activity, the place of physical activity in contributing to well being in student's own lives as well as within the wider community, and the classification of physical activity in terms of type and experience.

Such knowledge is important to student understanding and is best delivered through a variety of practical activities.

The students will look at a range of factors that influence performance in physical activity. It is recognised that regular participation in physical activity is important for the health of individuals and the community.

VCE – PHYSICAL EDUCATION

Students will investigate how the patterns of physical activity vary across the lifespan, including the physical, social and emotional benefits of participation in physical activity. A theoretical model, the Stages of Change, will be used to understand engagement with physical activity.

Unit 3 - Physiological & Participatory perspectives of Physical Activity	PE3
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This Unit requires students to gain an understanding of physical activity from the perspective of exercise physiology. Students study and apply various models to identify strategies that will be effective in promoting participation in some form of regular activity. Students also investigate energy systems and the fatigue and recovery process.

Unit 4 - Enhancing Physical Performance	PE4
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This Unit explores improvements in physical performance through fitness assessment and applying an understanding about training principles. Students will also investigate the physical adaptations to training and the factors that limit performance for an individual in sporting pursuits. This Unit will cover sports injury risk management and fatigue / recovery principles.

Assessment in both Units 3 / 4

Students will be assessed through a range of SAC's that equate to 50% of the study score.

An end of year exam through the VCAA exam will account for the other 50% of the study score.

VCE – OUTDOOR & EDUCATIONAL STUDIES

The Outdoor and Environmental Studies (OES) course focuses on the way people relate with natural places, the impact we have on these places and strategies for ensuring these places are protected for the future. There will be two or three trips of three to Four days each, in which adventure activities – including hiking and overnight camping – are used as a means of journeying through and studying natural environments. Trips are a compulsory part of the OES course. A medical certificate or note counter-signed by the school principal or VCE Coordinator must be provided to the OES teacher if unable to attend a trip.

NOTE - fees of approximately \$180 in Year 11 and \$250 per semester for Year 12 are required to cover the expense of camps. This cost will be listed on the booklist, and must be paid prior to commencing these Units.

Unit1 - Understanding outdoor experiences	OS1
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This Unit examines the ways in which humans understand and relate to nature through experiences of natural environments. The focus is on the individual and his/her personal relationship with the natural environment. It investigates why people spend time in natural environments and the ways we use natural environments.

Unit 2 - Environmental impacts	OS2
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This Unit looks at different types of natural environments, how they change over time, the impacts people have (both negative and positive) on natural environments, codes of conduct, and the impact of new technologies on natural environments.

Unit 3 - Relationships with natural environments	OS3
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There are two areas of study in this Unit. The first area explores how perceptions of, and relationships with natural environments change over time; from Australian indigenous people through to early settlers to how we perceive the land now. The second area explores contemporary relationships with the Australian environment, including recreational, commercial and conservation.

Unit 4 - The future of human-nature interactions	OS4
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There are two areas of study in this Unit. The first area looks at the contemporary state of the Australian environments, and explores the importance of having healthy natural environments.

The second area looks at conflicts of interest between people involved in uses of natural environments, and develops a clear understanding of the methods and processes commonly used in attempts to resolve these conflicts.

VCE – STUDIO ARTS

Studio Arts provides an opportunity for students to establish an understanding of and develop effective art practices through the application of the design process. Students generate, explore and communicate ideas and develop and use specialised skills in a range of media and techniques through their studio work, (the studio work will be negotiated with the teacher).

The theoretical component of the study extends the students practical work by investigating how studio work has developed, an examination of artists working methods and the study of professional practices and art industry issues.

Unit 1 - Artistic inspiration and techniques

SA1

This Unit explores the sources of inspiration for artists and the variety of images and techniques that they use. Students are given some starting points for their practical work at the beginning of the Unit but then it is up to them to seek their own inspiration.

There is a strong written component to this Unit. Students study the work of other artists and need to be able to express their views clearly in written form and verbally.

Unit 2 - Design exploration and concepts

SA2

This Unit asks students to develop a thorough methodology by creating a variety of solutions to an initial inspiration. At the beginning of the Unit students are given a set task, develop a number of solutions and then choose which to follow through to a final piece.

The development of accurate record keeping of their design process in their workbook (visual diary) is essential.

There is a strong written component in this Unit. Written and verbal analysis of the technique of other artists, with consideration of design elements and principles, signs, symbols and images is studied. Students attempting this Unit need to be well organised with a strong desire to experiment with a range of techniques and design solutions.

VCE – STUDIO ARTS

Unit 3 - Studio Production and professional practices SA3

This Unit allows the preparation and development of a substantial body of work. Students will be encouraged to respond critically to art and reflect on the issues and ideas raised. Students are to use a workbrief and with the application of the design process develop a range of solutions in the course of producing their folio. All influences, experimentation, and solutions to their design problem work are to be thoroughly documented in their workbook (visual diary).

There is a strong written component in this Unit. Written and verbal analysis of the technique of other artists with consideration of design elements and principles, signs, symbols and images. Students will also study the practices of artists, including influences, cultural contexts, development of individual styles, subject matter, materials and techniques, as well as contemporary art issues.

Unit 4 - Studio design

SA4

This Unit allows the preparation and development of a substantial body of work. Students will be encouraged to respond critically to art and reflect on the issues and ideas raised. Students are to use a workbrief and with the application of the design process develop a range of solutions in the course of producing their folio. All influences, experimentation, and solutions to their design problem are to be thoroughly documented in their workbook (visual diary).

There is a strong written component in this Unit. Written and verbal analysis of the technique of other artists with consideration of design elements and principles, signs, symbols and images. Students will also study the practices of artists, including influences, cultural contexts, development of individual styles, subject matter, materials and techniques, as well as contemporary art issues.

VCE – MUSIC PERFORMANCE

Central to Music Performance is the performance of music in both individual and group situations. The Practical work is designed to develop flexibility, clarity and to enhance the performance of music. The areas of performance skill development, organisation of sound, background to musical works, music interpretation and the study of group work, are designed to develop musicianship.

To enter Units 1-3, it is suggested that you have at least AMEB Grade 4 or its equivalent. Without previous training, the course would prove to be difficult.

A sound knowledge of musical notation is needed.

Unit 1 - Music Performance

MC1

It is recommended that you have AMEB Grade 4 or its equivalent before entering Unit 1. If not, then please discuss this with the College Music Coordinator. Students must continue lessons with one of the College's instrumental staff or an approved private teacher.

Students:

- *Develop* - a performance repertoire in both solo and group work and musical creativity using computer technology.
- *Explore* - the organisation of sound in activities such as arranging for a group, drawn from material being prepared for performance.
- *Rehearse* - and perform solo and in small groups.
- *Present* - a research and analysis report based on the study of music works being performed.
- *Investigate* - techniques and repertoire of their chosen instrument.
- *Develop* - their musical ear through aural training through vocal and instrumental techniques

Unit 2 - Music Performance

MC2

Students develop their Solo Performance skills by studying their chosen instrument with one of the College's instrumental staff or an approved private teacher.

Students: Perform - and rehearse in small groups. Investigate - the history and background of selected performance pieces. Use computer technology. Develop aural music skills through vocal and instrumental techniques and analysis skills of selected musical works being prepared for performance. Rehearse and perform a solo repertoire.

VCE – MUSIC PERFORMANCE

Unit 3 & 4 Music Performance - Solo 3 & 4

MC3 & MC4

Students entering Unit 3 & 4 must continue to have lessons on their chosen instrument from one of the College instrumental staff or from an approved private teacher.

Other areas of musicianship are also developed including:

- *Performance* - skill development in both solo and group work
- *Present* - a program of ensemble and solo work
- *Study* - in detail a work used in a group situation
- *Explore* - different ways of performing and interpreting a piece of music
- *Develop* - aural training
- *Study* - performing techniques on their selected instrument.

VCE – VISUAL COMMUNICATION & DESIGN

This study is about students drawing, designing and communicating through forming and developing ideas, meeting needs and problem solving graphically for a variety of purposes and audiences. Students will further develop their instrumental and freehand drawing and use the elements and principles of design to produce a range of communications. Students will explore ways that information and ideas are communicated and will modify existing designs to suit various audiences.

Unit 1	VC1
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Students will develop their instrumental drawing including the use of paraline drawing methods. They will develop their freehand drawing and rendering skills using a variety of materials and media. Students will gather and organise a range of information on communications by other designers.

Unit 2	VC2
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Students will further develop freehand and instrumental drawing and modify existing designs to suit specific audiences. They will use the design process and use a range of production systems to produce final presentations. Students will explore the way information and ideas are communicated in visual material.

Unit 3	VC3
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This course enables students to apply the design process and use a range of drawing methods to meet the needs of a brief for a specific audience, to develop a folio of communications. Students will complete analysis and evaluation of communications and the roles and relationships of professional designers.

Unit 4	VC4
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This Unit enables students to prepare a design brief from which a folio of development work and finished communications are produced. The design brief proposes and defines the client's needs and the folio generates two final design solutions.

VCE DRAMA

Drama gives students the opportunity to rehearse and perform in front of an audience. They explore character development and look at different forms of drama. Students learn about stagecraft and have the opportunity to see a live theatre performance.

Unit 1 - Character Development

DR1

Students use expressive skills to develop and perform characters from different contexts. They analyse the development of various characters they have worked on throughout the semester, and evaluate characters in a professional performance.

Unit 2 - Interpreting Drama

DR2

Students create a group performance using scripts and stimulus material from a range of cultures. Students will also have the opportunity to see a professional performance and examine the stagecraft and direction in this performance.

Unit 3 - Ensemble Performance

DR3

Students develop and present characters in an ensemble performance. They will use stimulus from other cultures and literary sources to create characters. Students will attend a play and analyse the performance.

Unit 4 - Solo Performance

DR4

Students will create a solos performance based on various stimuli such as characters from movies or novels. They will prepare their performance, including the use of stagecraft such as make-up and costume.

VCE - MEDIA

The media have a significant impact on people's lives. They influence the way people spend their time, help shape the way they perceive themselves and others and play a crucial role in the creation of personal, social, cultural and national identity.

Students explore how media not only comments on culture and values but how they reflect the society which creates them and how the operation of media is influenced by technological innovation and the need to maintain and attract audiences.

The study of media includes: media forms such as press, radio, film, television and photography and media processes such as publishing, broadcasting, advertising, news and current affairs production, popular music, popular culture, information dissemination and retrieval via existing and new technologies and multimedia.

Unit 1 - Representation and Technology	ME1
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The main purpose of this Unit is to enable students to develop an understanding of the relationship between the media, technology and representations present in various media forms. Students explore representations in media texts and apply these representations through the design and creation of media productions. Learning Outcomes: Investigation into a media technology, a comparative analysis of media representations and complete a media project

Unit 2 - Media Production & the Australian Media Industry	ME2
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The main purpose of this Unit is to enable students to develop an awareness of specialist production stages and roles within a media production. Through the completion of a media production students develop and apply practical skills. Students also explore the Australian Media Industry and the frameworks in which they operate. Learning Outcomes: demonstrate an understanding of production roles and stages, undertake a specialist role in a media production, investigation of Australian Media Organisations and analysis of industry and production issues.

Unit 3 - Narrative & media production design	ME3
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In this Unit students develop an understanding of production and story elements in fictional media texts. They also develop practical skills through designing media productions and completing technical exercises.

Narrative Students discuss the nature and function of production and story elements in two films. Production elements include: camera angles, editing, sound, acting and lighting. Story elements include: setting, character development, cause and effect, opening and closing sequences.

Media Production Design Students complete a media production design plan for their production which will be completed in Unit 4. The production can be one of the following: An animation 30-90 seconds in duration, 8–12 minute radio sequence, an audiovisual or video sequence 4-10 minutes, a series of 10-15 photographs, a print layout 8-12 A4 pages a multimedia sequence with 5-10 separate screens or pages and 10-20 interactive elements.

VCE - MEDIA

Unit 4 - Media process, social values & media influence ME4

Students further develop practical skills in the production of media products and develop an awareness of the role of social values in the construction of media texts and how the media influences audiences.

Media Process Students follow through with their media production plan and produce a finished product.

Social Values Students explore the social values represented in a media text. Students could study a situation comedy, or soap opera.

Media Influence Students study communication theories and models to explain the nature and extent of media influence. Students could discuss Violence in the Media, censorship of the Internet, TAC advertisements.

Assessment

- A student's progress in Narrative, Social Values, and Media influence is assessed through school class work and is worth 20% of the final assessment.
- The Media Production Design and The Media Process is a school assessed task is worth 30% of the overall assessment.
- The External Exam is worth 50% of the overall assessment.

VCE – L.O.T.E. – ITALIAN or INDONESIAN

The study of a L.O.T.E. provides students with the opportunity to learn a language which is different from English; to broaden their knowledge of another culture and people through language and to experience success in communicating in a different language.

The L.O.T.E. course includes a study of the country, its history and traditions through a variety of medium such as cooking, reading, videos and discussion with native speakers. The course concentrates on improving the students' ability to use the L.O.T.E. in appropriate forms in the Four skill areas of speaking, listening, reading and writing

The main function of the Four Units is to provide students with a personal level of knowledge of the particular LOTE which will enable them to communicate and understand essential information in daily life situations. These Units are designed to increase student's skill in speaking, understanding, reading and writing

LOTE. The topics in each Unit will be chosen to enable students to satisfy their own specific interests and, at the same time, to link the Four Units together as part of the building blocks for any further study.

It is highly recommended that students should have completed both Year 9 and 10 study in the language before attempting VCE LOTE.

Unit 1 - Establish your skills

ITA1 or INDO1

This Unit will focus on reorganising previous information. Students will be allowed to move at their own level and pace, use the language in familiar situations, link and build vocabulary resource. In order to complement the Four skills of listening and speaking reading and writing, students will be encouraged to use examples of personal writing to be transformed into a possible conversation or a narration.

Unit 2 - Use the language

ITA2 or INDO2

The purpose of this Unit is to allow the students to use the language in a conversation-interview situation and be able to answer impromptu questions. Practicing and building up vocabulary will be an essential part of the Unit. Students will develop strategies for improving their performance. Audio taping or videotaping could be used to encourage students' constructive criticism of themselves and others.

VCE – L.O.T.E. ITALIAN or INDONESIAN

Unit 3 - Practice your skills with others	ITA3 or INDO3
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Speaking to inform is a vital aspect in any language. This Unit will prepare students to select appropriate discourse to convey the desired messages.

Examples of written activities to help in this task could be presented in the form of set instructions, record of process of events a report or others. Clarity of expression and accuracy of linguistic elements will be considered as part of the outcome of this Unit.

Unit 4 - Present your point	ITA4 or INDO4
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In this final Unit, students will further develop the capacity to express and support their view and opinions orally in LOTE. In presenting their view to a small audience the students can use some illustrative material and provide some comments to questions. There will also be some reorganisation of written information.

VCE – Information Technology

The study of information technology focuses on the processing of data and the management of information to meet a range of purposes. The rapid pace of development in information technology (IT) is having a major influence on virtually all aspects of society. Not only does IT have the capacity to change how existing tasks and activities are undertaken, but it also creates new opportunities in work, study, recreation and personal relationships.

Unit 1 - IT in action

IT1

This Unit focuses on how individuals use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to create information that persuades, educates or entertains. They also explore how their lives are affected by ICT and strategies for influencing how ICT is applied. Students develop an understanding of the role technology plays in inputting, processing, storing and communicating data and information.

Unit 2 - IT pathways

IT2

This Unit 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 meet personal and clients' needs. They also examine how networked information systems are used within organisations.

Unit 3 - IT applications

IT3

Units 3 and 4 are designed to be taken as a sequence. In Unit 3, students use web authoring and database management software to solve information problems. In Unit 4, they 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.

Unit 4 - IT applications

IT4

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 in the future with new sets of data. When solving information problems, students apply all of the problem-solving stages: analysis, design, development, testing, documentation, implementation and evaluation. Students apply their ICT knowledge and skills to record their decision-making strategies when solving information problems and to reflect on the effectiveness of these strategies.

VCE - MATHEMATICS

Mathematics is a key subject in the VCE and is often a prerequisite for many courses that require students with well developed analysis and problem solving skills. It promotes the understanding of patterns and change in the world around us so that we may alter them to our advantage e.g. the gathering, displaying and analysing of data can allow us to find out what particular adjustment causes the best change. The need for ordered presentation of work, logical stepwise thinking and abstract understanding and explanations ensures that successful students are suited for a variety of employment and further education positions. Mathematics is necessary for simple functions such as checking your grocery bill up to more complex functions such as calculating the average speed of your car that will minimise your total running cost. Plan to maximise your mathematical learning because you will use it for the rest of your life!

Foundation Mathematics

Unit 1
Unit 2

FMA1
FMA2

These Units are suitable for students who struggled with Year 10 Mathematics but want to develop their mathematical understanding a little more in Year 11 and **do not intend to attempt a VCE mathematics Unit in Year 12**. It may also be useful for students undertaking VET or VCAL studies. The areas of study for Units 1 and 2 of Foundation Mathematics are Space, Shape and Design, Patterns and Number, Handling Data and Measurement.

General Mathematics Further

Unit 1
Unit 2

GMF1
GMF2

These Units are suitable for students who found Year 10 Mathematics challenging but want to develop their mathematical understanding a little more in Year 11 and **intend to attempt Further Mathematics in Year 12**.

The Areas of Study can vary depending on student needs but are likely to be: Statistics and Probability, Arithmetic, Functions and Graphs, Financial Arithmetic, Sequences and Series, Linear Algebra, Measurement and Trigonometry.

General Mathematics Specialist

UNIT 1
UNIT 2

GMS1
GMS2

These Units are suitable for students who achieved high grades in Year 10 Extension Mathematics and want to develop their mathematical understanding in Year 11 and intend to attempt Specialist Mathematics and/or Mathematical Methods in Year 12.

The Areas of Study include the following: Statistics and Probability, Arithmetic, Functions and Graphs, Algebra, Geometry and Trigonometry.

VCE – MATHEMATICS

Mathematical Methods

Unit 1

MAM1

Unit 2

MAM2

These Units are suitable for students who achieved high grades in Year 10 Mathematics and want to develop their mathematical understanding significantly in Year 11 and intend to attempt Mathematical Methods in Year 12. **The Areas of study are: Functions and Graphs, Polynomials, Rates of Change, Calculus, Circular Functions, Probability, Indices and Exponentials.**

Further Mathematics

Unit 3

FMA3

Unit 4

FMA4

These Units are suitable for students who have successfully completed General Mathematics Further 1 and 2 or Mathematical Methods 1 and 2 and require some business related Year 12 mathematics.

The Areas of Study are: Data Analysis and three from the following: Number Patterns, Geometry and Trigonometry, Graphs and Relations, Business-Related Mathematics, Matrices and Networks and Decision Mathematics.

Mathematical Methods

Unit 3

MAM3

Unit 4

MAM4

These Units are suitable for students who have successfully completed Mathematical Methods 1 and 2 and require a rigorous Year 12 mathematics.

The Areas of Study are: Functions and Graphs, Calculus, Algebra and Probability.

Specialist Mathematics

Unit 3

SPM3

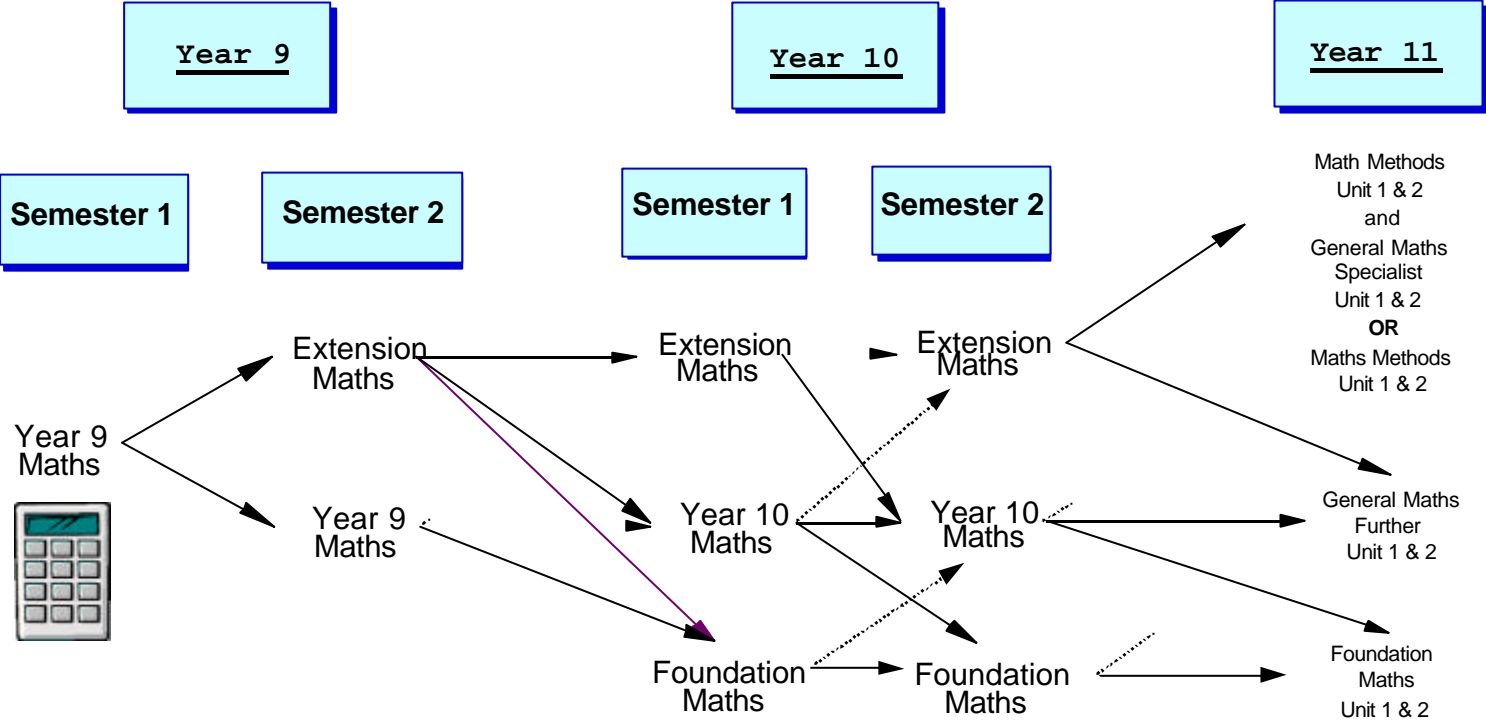
Unit 4

SPM4

These Units are suitable for students who have successfully completed Mathematical Methods 1 and 2 and General Mathematics- Specialist 1 and 2 and require another rigorous Year 12 Mathematics. **The Areas of Study are: Functions, Relations and Graphs, Complex Numbers, Circular Functions, Calculus, Vectors, Mechanics and Kinematics.**

Note – students are required to seek maths teacher's advice in relation to maths selections.

MATHEMATICS PATHWAYS



NOTE -

* A straight line represents a smooth transition —————>

* A dotted line represents a transition that will need extra study by the students.>

MATHEMATICS PACKAGES

COURSE	Packages of Units	UNIT 1	UNIT 2	UNIT 3	UNIT 4	Students who should do this course
A	2	FOUNDATION MATHS	FOUNDATION MATHS			Students who find maths difficult but want to do 1 or 2 Units in year 11
B	4	GENERAL MATHS -Further	GENERAL MATHS -Further	FURTHER MATHS	FURTHER MATHS	Students who want to do some 3 & 4 level Maths. Students who coped reasonably well with most other subjects in Year 10 and who need Maths in Year 12.
C	4	MATHS METHODS	MATHS METHODS	MATHS METHODS	MATHS METHODS	Students who need Maths Methods 3 & 4 but have difficulty fitting in 6 Units of Maths and only have a small need to do Maths. This will satisfy most entry requirements.
D	6	MATHS METHODS & GENERAL MATHS - Specialist	MATHS METHODS & GENERAL MATHS - Specialist	MATHS METHODS	MATHS METHODS	Students who need Maths Methods 3 & 4 as a prerequisite and who wish to pursue Maths or Science tertiary level or a course that specialises in Maths.
E	8	MATHS METHODS & GENERAL MATHS - Specialist	MATHS METHODS & GENERAL MATHS - Specialist	MATHS METHODS & SPECIALIST MATHS	MATHS METHODS & SPECIALIST MATHS	Students who need Maths Methods 3 & 4 as a prerequisite and who wish to pursue Maths or Science tertiary level or a course that specialises in Maths, for example Engineering.

VCE - BIOLOGY

The study of biology is the study of life. Biology is about understanding the natural world. It involves studying living organisms, life processes and the interactions of organisms with their natural environments and with each other. The relevance of new technologies and modern life to organisms and their survival is a key area of the course.

Unit 1 – Unity & Diversity

BI1

This Unit studies the characteristics which enable organisms to live where they do, in particular, looking at the relationships between structure and function.

Plants and animals are compared in the way they maintain themselves, looking at digestion, circulation, gas exchange and reproduction.

Practical Work involves dissection of a rat and various organs such as heart, lungs etc., as well as the study of plant structure.

It is taught in **Semester 1 and/or 2**

Unit2 – Organisms & their Environment

BI2

This Unit involves a field study of marine environments and rock pools at Queenscliff as the central focus. The non-living physical environment and living communities are examined in this and other ecosystems. The interrelationship of organisms in ecosystems is studied via classification and investigation of food chains and food webs. The effects of environmental change, and human activities on the balance of nature is explored. This is very much a hands-on Unit with lots of field work and practical work. An additional cost for an excursion is required in this Unit.

Unit 3 – Signatures of Life

BI3

Have you ever wondered what is inside living things that allow them to survive. How do cells work, what purpose do they serve and what types of cells are there?

These and other questions are answered in this Unit. The structure of cells is also explored using microscopes and a range of other media including computer simulations. Keeping the internal environment stable is achieved in a variety of ways. Practical work examines a range of organisms and the methods they use to survive. What happens when we get ill, how do we overcome illness and the types of disease, are all studied in Unit 3.

Unit 4 – Continuity & Change

BI4

Unit 4 explores the mechanism of inheritance and the causes of variation among living things. Genetic disease, inheritance and current research on cloning will be examined.

Practical work examines a range of issues including human evolution, the frequency of genetic traits. Students extract DNA and consider its significance to life. The use of modern technology and its range of applications are studied.

VCE - PHYSICS

In Physics students will study the scientific principles behind modern technologies and gain an appreciation of the physical laws of nature. Students will be engaged in a range of practical activities including the use of ICT hardware and software. Physics provides an excellent grounding for a large number of exciting and diverse careers.

Unit 1 - Wave-like Properties of Light, Nuclear and Radioactivity Physics **PH1**

This Unit focuses on the study of physics as a human endeavour in which observations and ideas about the physical world are organised and explained. Students learn about the use of conceptual models to describe and explain observed physical phenomena. These models are developed within contexts that are familiar to students and relevant to their experiences.

Areas studied include seeing with the unaided eye, extending visual capacities, communicating with light, radioactivity, environmental radiation and radioisotopes in industry. Students then study one detailed study from the following: Astronomy, Medical Physics or Energy from the nucleus.

Unit 2 - Movement & Electricity **PH2**

The students' understanding of physics is further developed through the application of models to more complex phenomena. Newtonian ideas of motion already studied as part of the general science curriculum are extended to a greater range of movements and more abstract ideas.

Do heavy objects fall faster than light objects? Why do skydivers reach terminal velocity? How strong would you have to be to leap a tall building in a single bound? Through questions like these, students will learn what the physics of forces and motion can reveal about the physical world.

Students will then study Electricity and Electrical circuits. Electrical circuits are investigated from simple torches to cars and house wiring. The safety issues of fuses, circuit breakers and earth leakage detection devices are discussed as well as 'shock' and the human body. One detailed study from the following will also be chosen: Astrophysics, Aerospace or Alternative Energy sources.

VCE - PHYSICS

Unit 3 - Motion in One and Two dimensions; Electronics and Photonics PH3

This Unit focuses on ideas that underpin much of the technology found in communications, commerce and industry. Concepts of motion are extended using Newton's ideas to include motion and gravity away from the Earth's surface. How can you predict the strength of gravity in space, on Mars or on Saturn? Why do satellites stay in orbit? How do rockets work in space? Energy and momentum are also used to investigate different situations and make predictions.

Students will also study electronic and photonic devices and systems in domestic, commercial and industrial contexts. Students will compare and explain the operation of these devices and analyse their use. Students then complete one detailed study from the following: Einstein's special relativity, materials and structures or further electronics.

Unit 4 - Electric Power and Interactions of light and matter	PH4
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In this Unit the development of models to explain the complex interactions of light and matter is considered. A field model of electromagnetism is applied to the generation of electricity. Students will explain the operation of electric motors, generators and alternators and the generation, transmission, distribution and use of electric power.

Students then study one of the following detailed studies: The Synchrotron and its applications, Photonics or Sound. The detailed study provides examples of innovative technologies used for research and communication.

VCE – AGRICULTURE & HORTICULTURE

Agricultural and horticultural studies involves a hands on approach to learning about the raising of animals and the growing of plants, factors that affect these and the running of a relevant enterprise. Practical skills are developed outside the classroom with many varied practical activities and excursions to local farms, Seymour Farm Expo, etc. Each student will be expected to plan, manage and evaluate their own agricultural or horticultural enterprise with the aim of making a profit

Unit 1 - Agricultural & Horticultural Operations

AG1

This Unit focuses on requirements for production in agriculture and horticulture, basic animal and plant biology, raising of animals & plants and the factors that have led to where particular agricultural or horticultural products are produced. Students will carry out experiments in growing and propagating different types of plants, study the rearing of animals of local relevance and run their own enterprise over the whole semester.

Unit 2 – Production

AG2

This Unit looks in more detail at nutrition, reproduction and genetics in plants and animals and how these relate to agricultural and horticultural systems. The roles of agribusiness and horticultural business in adding value to products is studied, especially in relation to where certain types of production are found in Australia and why.

Practical work will involve tasks in raising animals and/or growing plants, including methods of plant reproduction and propagation. Students will complete an enterprise, that they plan, research and carry out over the semester and evaluate as a success or otherwise.

Unit 3 - Technology, Innovation and Business Design

AG3

This Unit looks at ways in which the environment is modified for agricultural/horticultural purposes and how technology can be introduced into operations. Aspects such as techniques to deal with pests and disease and modification of soil, climate and topography of the land are examined. We also look at past, present and possible future technology and how this relates to agricultural/horticultural operations. A plant/animal enterprise will be developed by each student and this run over the course of the year.

Unit 4 - Sustainable Management

AG4

This Unit focuses on the concept of sustainability in agriculture/horticulture and on management practices within agricultural/horticultural systems. Areas touched on will include ecological principles of management relating to energy, cycling of matter, protecting the diversity of life and land degradation. Students will be involved in preparing a plan for sustainable production of a whole agricultural/horticultural enterprise - this will involve excursions, interviews and researching the topic

VCE - CHEMISTRY

Chemistry gives us an understanding of how materials are formed and how they interact with us. These units draw heavily on applications of chemistry in everyday life and on current developments in this subject, such as the synchrotron, synthesis of medicines, green chemistry and environmental issues. Chemical principles are used to explain these applications and others, and to relate the subject to everyday life.

Unit 1	CH1
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What did the Periodic table arise from? What information was used to construct the Periodic table? How do atoms combine to make new substances? Chemical formulae and equations, simple molar calculations and the internal structure of the atom are examined. This includes electronic structure, which is then used to explain the models for ionic, metallic and covalent bonding. The relevance of these models in explaining the uses of materials, including current applications, are examined. "Smart" materials and the uses of the synchrotron are related to chemical principles studied.

Unit 2	CH2
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Students look at the essential role of water in everyday life, in relation to its unique properties. Acid-base, redox and precipitation reactions and explained by writing chemical equations. Chemical calculations are used to determine amounts of reactants and products. The issues of water quality are examined in relation to properties of water.

The interaction between gases and living things, including for example, the current concerns over global warming, are examined and calculations are completed using the gas laws. Students design and perform experiments to investigate a variety of chemical concepts.

Unit 3	CH3
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This unit covers the principles of stoichiometry and spectroscopy, along with the use of the latter to identify and calculate amounts of substances. Organic chemistry is introduced in terms of functional groups and systematic naming of compounds. Practical applications such as its current importance in genetics, forensic science and synthesis of medicines are examined.

Practical work is a key part of this unit and ability in Mathematics a strong advantage.

Unit 4	CH4
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Equilibrium and rates of reaction are introduced, especially in relation to industrial processes that use these principles for large scale production of chemicals. Previous knowledge of structure and chemical calculations are reviewed and applied in development of the theory.

The use of different energy sources is examined and Galvanic and Electrolytic cells (their operation and applications) are constructed and examined.

VCE - PSYCHOLOGY

Psychology is one of the newer sciences but is one of the oldest fields of inquiry. You will study things like how we develop, personality types, emotions, relationships between people, how we think and what your dreams mean. Psychology is of value to you for it can enhance your awareness of the world and give you confidence in dealing with people.

Unit 1	PY1
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In Unit introduces students to the scientific study of psychology as the investigation into behavior and the mental processes that determine it: including perception, cognition and emotion. Students learn about the uses of theories, models and controlled observations to describe and explain human behavior. Areas of Study:

Introduction to Psychology, Social relationships, and Development of Individual Behavior.

Unit 2	PY2
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In this Unit students learn about different methods and models that describe and explain human behavior. The study of behavior in social context is explored where behaviors can be influenced by attitudes resulting from environmental influences. In addition there is further developments on research methods used Psychology. This Unit also introduces the role of the nervous systems in behaviour and focuses on differences among people in 'normality', intelligence and personality.

Areas of Study: Introduction to neurons and nervous system. Individual Differences and Social attitudes

Unit 3	PY3
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This Unit helps the student develop an understanding of the biological bases of behaviour, visual perception and states of consciousness. It includes the role of the nervous system in understanding human behaviour, and the ways in which information is acquired, processed, stored and used. Research methods are integrated within the different approaches to psychology and students learn to make evaluations of the appropriateness of each model

Areas of Study: Brain and the nervous system, Visual Perception and States of Consciousness

Unit 4	PY4
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This Unit helps the student to develop an understanding of the related areas of memory and learning. Continued development of research methods occurs in this Unit and is integrated into the course where it is appropriate in both Unit 3 and Unit 4. The Unit is designed to help you use these research skills in developing your comprehension of learning and memory as it applies to everyday experiences.

Areas of Study: Memory, Learning and Research Investigation

VCE - TECHNOLOGY

VCE Technology Courses

Technology has many different definitions, but it can be considered to be the application and knowledge of design, materials and systems in order to meet people's needs. In the VCE, aspects of technology are currently covered by Units in two fields of study: -

Design and Technology (Timber / Metal / Plastics) Food Technology (Foods)

These three fields of study are designed to reinforce many aspects of learning through theoretical study and practical application often related to industrial and commercial practices.

All VCE Technology Units are designed to assist you gain knowledge and skills, and for you to better understand the technological world around you.

When you undertake Units in technology you will be involved in *investigating, designing, producing* and *evaluating* which includes the skilful use of tools, equipment, machines to test and manipulate materials or systems within the field of study.

You can take Units from all three fields of study in Technology.

In most cases base course fees are similar to other subjects but Technology subjects carry an additional cost of materials and foods used in the course. In some instances students will be required to pay for additional materials.

VCE – DESIGN & TECHNOLOGY

This study engages students in technological tasks that call on their knowledge and understanding of materials and production processes to design and make products suitable for their intended purpose. Throughout each Unit, students' learning experiences involve exposure to the application of new technologies, including information and communication technologies for design purposes, along with a wide range of materials and graphic media.

All Four Units in this study provide opportunities for students to undertake production activities often related to industrial and commercial practices. In Units 1 and 2 it envisaged that design and production activities will be teacher directed. At this stage, you will undertake meaningful focused practical tasks.

They will develop knowledge and practised particular skills in which they investigate, design, produce and evaluate familiar products and applications. In Units 3 and 4, you will initiate and undertake a substantial and demanding major design and production task. This may be a single product over Units 3 and 4 or a product range. In all Units, one or more of the following categories of materials will provide for production activities **timber, metal and plastics**.

Unit 1 - Materials, processes and design (Plastics or Timber) DT1

This Unit focuses on the distinctive properties of materials, the selection of materials for specific purposes and the tools, equipment and machines used to process materials, and where appropriate methods of communicating ideas to assist in the design of products are also covered in the Unit.

Moreover, how materials are the building blocks of technology, and where an understanding of their properties, appropriate uses, and ways they can be worked is essential in product design and development.

Unit 2 - Parameters of design

DT2

This Unit focuses on the origins of products, the considerations and constraints that may be imposed as products are developed and the impact of these constraints on product solutions, and where designers are restricted by various boundaries and limitations.

These boundaries and limitations may be set by the consumer, manufacturer, social conventions or the law and constrain the actions of the designer throughout the design and production processes.

Unit 3 - Product development

DT3

This Unit focuses on design and development of products for the mass market and the range of complex forces they are subjected to. These include client requirements, social and economic trends, availability of resources and technological developments in industry.

In addition, design and production in an industrial setting provides a marked contrast to that in a 'one-off situation' in a school workshop.

VCE – DESIGN & TECHNOLOGY

Unit 4 - Product evaluation and marketing
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DT4

This Unit focuses on how judgements of the success of products can be formed by a comparison of products in terms of their quality, usefulness and appeal. The role and influence of product promotion and marketing are also considered

VCE – FOOD & TECHNOLOGY

Food and technology will give students a greater understanding of foods as a commodity and knowledge of food preparation and production from a small scale perspective to mass production in industry. The rapid development of technology related to manufacture of food has influenced the way food is produced, processed, packaged and marketed.

Students will acquire knowledge and skills to make informed choices when selecting, storing, purchasing, preparing and consuming foods that will contribute to a healthy life style.

This study area is particularly relevant for those wishing to pursue a career in Food Science and Technology, Home Economics, Education, Food Handling, Catering, Hospitality, Food Product Design and Food Marketing and Styling.

Unit 1 - Properties of Food	FY1
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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 maximize quality of raw and cooked food are also investigated.

Students discover the links between classification of foods and their properties and how their enjoyment of food is associated with different cooking methods and properties of foods. They examine changes in properties of food when different preparation and processing techniques are used. Students apply this knowledge when preparing food.

Unit 2 - Planning and Preparation of Food	FY2
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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.

Students work both independently and as a member of a team to research and implement solutions to a design brief, and to respond to exciting challenges of preparing food for a range of contexts. These contexts include nutritional considerations, cultural beliefs, and resource access and availability.

VCE – FOOD & TECHNOLOGY

Unit 3 - Food Preparation, Processing and Food Controls FY3

Food Preparation and Processing. Includes: Primary and Secondary processing and the reasons they are used, natural food components and their role in preparation and processing, preparation and processing techniques and different food production systems

Food Production Controls. Includes, food standards in Australia and the role of national authorities, food and safety regulations, health and safety practices at all stages in food production and environmental issues in food production.

Unit 4 - Food Product Development and Emerging Trends FY4

Students independently complete the practical part of the design plan established in Unit 3. They apply food safety and hygiene guidelines and evaluate the product, planning and processes in the plan.

Product Development. Includes: Factors relating to the development of new food products, the process of product development, including packaging, packaging systems and marketing.

Emerging Trends. Includes: Trends in product development, society pressures to improve health, technological developments and environmental considerations.

VET STUDIES

VOCATIONAL EDUCATION & TRAINING (VET) in Schools

What is a VET / VCE subject?

VET/VCE subjects are substantially different from other VCE subjects in that success is achieved by demonstrating the ability to do the required tasks. This is called competency-based learning and is the basis of all VET courses. VET/VCE subjects are industry specific training.

VET/VCE programs now operate the same as other VCE subject in terms of selection rules and Unit 1-4 status.

- VET/VCE subjects will contribute as Unit 3-4 sequences in meeting VCE rules.
- Students may not have to select any other VCE subjects to satisfy the requirements of the VET certificate. Some VET/VCE subjects have certain requirements and students must check all these details.

VET/VCE subjects continue to contribute to the ENTER as a fifth or sixth subject and score 10% of the average of the best Four subjects except for those VET/VCE subjects with scored assessment which contribute in the same way as other VCE Units.

SCHOOL BASED PART TIME APPRENTICESHIP

Students may also consider a School Based Part-time Apprenticeship as another vocational option in their VCE. These apprenticeships/traineeships will count as subject in the VCE in the same way as VET subject does. Students should consult with the VET Co ordinator for more information on a School Based Part Time Apprenticeship.

Why choose a VET/VCE subject in your VCE course?

As preparation for employment.

- Helps students develop work-ready skills as well as introducing them to potential employers or referees.
- Completion of an industry specific certificate is a clear indication of interest in that occupation.

As preparation for further TAFE study.

- Students gain exemption from TAFE modules already completed as part of the VET/VCE subject leading to lower fees and early graduation.
- Demonstrates interest in the particular industry eg hospitality, which could assist in gaining a place in a course.

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As preparation for University study.

- The VET/VCE subject will contribute to the ENTER as fifth or sixth subject.
- May provide exemptions from some subjects in the University course.
- Gives students work skills for part time work.
- Provides an excellent understanding of being an employee.
- Demonstrates interest in the particular industry eg multi media, which could assist in gaining a place in a course.

VOCATIONAL EDUCATION & TRAINING (VET) in Schools

Arrangements for VET/VCE subjects in 2008

The following VET/VCE subjects will be offered across Shepparton-Mooroopna secondary colleges.

These subjects will be delivered in a variety of ways:

- Some will operate as usual VCE classes.
- Some students will travel to another school on Wednesday.
- Arrangements for VET classes will not be finalised until student numbers are known.

The VCE/VET subjects offered by Goulburn Murray Cluster schools

Agriculture Multi media Automotive Business Office Admin Horticulture Community Services Work	Electrotechnology Engineering Building & Construction Hospitality Information Technology	Music Industry Skills Sport and Recreation Equine Studies Aviation
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Listed on the following pages are VET programs offered at Mooroopna Secondary College.

* Students should see Mr Lucas for details of the other programs available in the other schools.

VET PROGRAMS

VET PROGRAMS offered at Mooroopna Secondary College in 2008

If you wish to choose a VET course please ask your coordinator for the relevant information. We recommend that students at Year 10 only choose VET courses offered at our College:

VET Courses offered at Mooroopna Secondary College -

- Certificate II in Electrotechnology
- Certificate II in Hospitality (Operations)
- Certificate II in Engineering
- Certificate II in Community Services Work
- Certificate II in Information Technology
- Certificate I in Rural Operations

VET AGRICULTURE

Certificate I in Rural Operations

This would be a formal qualification opening up pathways for students - entry to Cert II in Agriculture with a specific industry focus, themed VCAL, VET, or SBNA. This is a basic skills Unit that would be required before students undertake Certificate II.

This certificate will give students experience and skills that will make them employable in a variety of agricultural industries such as Beef, Cotton, Dairy, Goat, Grain, Horse breeding, Irrigation, Milk Harvesting, Pig, Poultry, Production Horticulture, Rural business, Rural operations, Crutching, Shearing, Sheep and Wool production, Sugar, Wool handling and classing.

Because of the nature of the course and the number of excursions involved, there will be a cost to students. There will be some classes undertaken at GOTAFE under an auspice arrangement as TAFE would conduct the Units of:-

Operate basic machinery and equipment.

Assist with routine maintenance of machinery and equipment.

VET/VCE HOSPITALITY

Certificate II in Hospitality (Operations)

This subject is suitable for students with interest and ability in the preparation and presentation of food. Students will generally have shown a keen interest in cooking and have undertaken some study at school with food preparation as a focus. Students may or may not have had experience in food preparation outside the home. This course is suitable preparation for further study in food, for an apprenticeship or for part-time work while studying another subject area.

The aim of Certificate II in Hospitality is to provide students with:-

- A general overview of the Hospitality industry, and the potential career paths within it.
 - Training and skill development and the opportunity for students to become competent in areas such as commercial cookery and food and beverage service.
- Provide students with a nationally accredited qualification.
- Exposure to the career paths and vocational opportunities in the Hospitality industry.

Students will gain credits into the first year of a variety of Australian Qualification Framework (AQF) Levels II and III apprenticeship training programs.

Some of the Units studied in this subject include:

Working with colleagues and customers
Working in a Socially Diverse Environment
Health, Safety and Security Procedures
Develop and Update Hospitality Industry Knowledge
Workplace hygiene procedures
First Aid

Related subjects you could include in your course

Foods and Technology, Information Technology,
Business Management, Accounting, Mathematics, Industry & Enterprise

THIS PROGRAM MAY LEAD TO

TAFE Associate Diplomas Advanced Certificates and Certificates in : Hospitality Travel & Tourism

UNIVERSITY Bachelor Degrees in Hospitality Management Travel Tourism Business/Commerce
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EMPLOYMENT Hospitality Restaurant Hospital Industrial Kitchens Tourism
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VET/VCE INFORMATION TECHNOLOGY

Certificate II in Information Technology.

The VET in Schools IT program is a two-year structured program that provides students with basic knowledge and skills within the Information Technology industry. On completion students receive a Certificate II in Information Technology and partial completion of Certificate III.

Course overview

This is a hands-on practical computer course, with a focus on practical demonstration of skills rather than theory-based study. Its aim is for students to become competent in introductory IT technical functions, and is designed to give students a high degree of self-sufficiency as an advance IT user.

It provides the student with the skills in advanced use of applications and can provide students with the skills necessary to provide basic software support within an organisation.

Topics in the first year include:

- Workplace communications and skills.
- Operating hardware and peripherals
- Operating computer software packages, and designing organisational documents

Topics in the second year include:

- Installing and optimising system software
- Running standard diagnostic tests
- Providing advice to clients
- Using advanced features of software packages, and customise applications for clients

This course is designed to allow student to progress into several qualifications including multimedia or programming.

Other subject selection

Some schools expect students to select VCE Information Technology Unit 1 or 2.

This program incorporates work placement.

Related subjects you could include in your course:

VET/VCE INFORMATION TECHNOLOGY

Accounting, Mathematics, Graphic Communication, Business Management.

THIS PROGRAM MAY LEAD TO :

TAFE

Certificate IV in
Information Technology
Diploma in Information
Technology

UNIVERSITY

Bachelor Degrees in :

Computing
Business
Accounting
Multimedia
Information
Management Systems
Software Engineering
Computer Science
Computer
Programming
Network Computing
Digital Systems

EMPLOYMENT

Data Processing
Operator
Computer Operator
Within Multimedia
Industry
Software Engineer
Accountant
Computer Service
Technician
Systems Analyst

VET/VCE ENGINEERING TECHNOLOGY

This subject is suitable for students with an interest and ability in engineering technology (metal). The Certificate 1 in Engineering Technology has been organised to enable students to develop skills relevant to a broad range of areas of engineering technology (See topics studied in subjects below). The program consists of nine core modules and thirty elective modules. Incorporated in the 400 nominal hours is a mandatory work placement module of 80 hours total duration.

National Training Framework

The program is based on the accredited training program Certificate II in Engineering Technology.

The course aims of this program are to:

- provide skills, knowledge and attitudes to perform entry level roles across the Four main areas of engineering technology – Fabrication, Electrical/Electronics, Production and Mechanical.
- Enhance prospects for employment and enable informed choices related to future careers.

Some topics studied in this subject include:

VCE VET Engineering Technology Units 1 – 2

Functional Mathematics, Communications and Industrial Relations, Occupational Health & safety, Quality Concepts, Machining, Hand and Power Tools, Welding and Thermal Cutting, Engineering Drawing Interpretation, Introduction to Electricity and Electronics.

VCE VET Engineering Technology Units 3 – 4

First Aid, Measurement, Materials Handling, Computing in Engineering, Fabrication Techniques, Mechanical Components, Engineering Science, Manual Metal Arc Welding, Gas Metal Arc Welding, Oxy Acetylene Welding, Materials Science, Computer Applications, Engineering Calculations, Principles of Machining, Engineering Materials, Fitting Techniques, Drills & Drilling Machines, Surface Grinding, Tool Sharpening.

Related subjects you could include in your course:

Design & Technology Units 1 – 4

THIS PROGRAM MAY LEAD TO:

UNIVERSITY

Bachelor Degrees in:

Mechanical Engineering
Electrical Engineering
Civil Engineering
Electronics

EMPLOYMENT

Fitting & Machining
Welding & Fabricating
Tool Making
Mechanic
Electrician

VET/VCE

Certificate II in Electrotechnology

This subject is suitable for students who have a keen interest in electrical and electronic engineering. The certificate gives students a broad range of knowledge and skills in a field that will enable them to confidently engage in future employment. The program consists of nine core modules and thirty elective modules.

Some of the topics studied in this subject include:

- Functional Mathematics
 - Communications and Industrial Relations
 - Occupational Health and Safety,
 - Quality concepts
 - Introduction to electricity and electronics
 - Effective use of work related tools.
- See VCE/ VET Coordinator to discuss subject selections.

This program incorporates work placement.

Related subjects you could include in your course:

Design and Technology Unit 1- 4
Year 10 Systems and Electronics

THIS PROGRAM MAY LEAD TO

EMPLOYMENT

Electrician
Electronics Technician
Electrical engineering
Products engineering
Products designer
Computer technician

VET/VCE COMMUNITY SERVICES WORK

Certificate II in Community Services Work

The community work industry provides a wide range of human services: specialised and acute care services and community based services that focus on promotion of good health practices. This course is suitable for students with well developed interpersonal skills and an interest in working directly with people, young, old, or with a disability.

The aim of Certificate II in Community Work is to provide students with:

- The knowledge, skills, attitudes and values that will enhance their employment prospects within the community work and health field.
- Vocational opportunities and career paths in the Community Work industry.

Some of the Units studied in this subject include:

Occupational Health and Safety
Communication with colleagues and clients
Administration
Community Development

- See VCE/ VET Coordinator to discuss subject selections
This program incorporates work placement

Related subjects you could include in your course:

Psychology, Health & Human Development

THIS PROGRAM MAY LEAD TO:

TAFE	UNIVERSITY	EMPLOYMENT
Certificate IV in Community Services Aged Care Work Community Work Alcohol and other Drugs Child Protection/Justice/ Statutory Supervision Children's Services Disability Work Mental Health Work (non clinical) Youth Work	Bachelor Degrees in: Psychology Behavioural Science Arts/Humanities Human Services Youth Work	Aged Care Work Community Work Alcohol & other Drugs Child Protection/Justice/ Statutory Supervision Children's Services Disability Work Mental Health Work (non clinical) Youth Work

PATHWAYS

PATHWAY OPTIONS

In selecting your two-year VCE program, it is important for you to keep in mind what you may wish to pursue after you complete your VCE. This is not always easy or straight forward for many students who are in Year 10 or 11, but it is something that should be addressed.

Several PATHWAY OPTIONS are listed on the following pages which are designed to assist you to plan a program of study for your two years of VCE which may best suit your future plans, whether they be for employment or tertiary study. These proposed subject 'packages' should only be seen as a guide to your course planning. In no sense are they meant to replace the various consultations that must take place before you can make a wise choice of VCE subjects. That process of consultation should include discussions with such people as your subject teachers, careers teachers and parents. In addition, you need to make a detailed examination of the *Victorian Tertiary Entrance Requirements (VICTERs)* as this will tell you which subjects are compulsory pre-requisites for particular courses of study and which are highly recommended or carry bonus marks.

You will notice that each PATHWAY OPTION embraces a range of suggested subjects which could be undertaken in that area. For example, the Business Studies Option includes Accounting and Business Management. However, if you feel that you have a particular skill or interest in the area of Visual Communication and Design, you could substitute this subject for one of the suggested subjects without any problem – i.e. there may well be some *flexibility* within the Pathway Option. *In every case, it is your responsibility to check your VICTER if you plan to undertake tertiary study.* This book is available in the Careers Room or the Senior School Office.

PATHWAY OPTIONS BUSINESS STUDIES

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

ACCOUNTING ** BUSINESS ADMINISTRATION
BANKING AND FINANCE ** HUMAN RESOURCE MANAGEMENT MARKETING
AND SALES ** LEGAL STUDIES

CORE STUDIES

English Units 1-4

CHOOSE FROM	OTHER SUGGESTED UNITS
Accounting 1-4 Business Management 1-4 Legal Studies 1-4 VET Information Technology 1-4 Information Technology 1-4	Mathematics Media Studies Psychology

FUTURE OPTIONS

Direct Employment TRAINEESHIPS	Pathways to TAFE CERTIFICATES (I-IV) DIPLOMA AND ADVANCED DIPLOMA	University BACHELOR BUSINESS/COMMERCE
Local Government Retailing Insurance Textiles Clothing Footwear Banking Clerical Real Estate Public Service	Banking and Finance Marketing Accounting Business Advertising Credit Management Travel and Tourism International Trade Hospitality Merchandising & Marketing	Banking and Finance Applied Economics Business Administration Travel and Tourism Economics Marketing Retail Management Catering & Hotel Management Law/Commerce International Trade

PATHWAY OPTIONS BEHAVIOURAL SCIENCES

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

HEALTH PROMOTION ** COMMUNITY SERVICES
OCCUPATIONAL THERAPY **COUNSELLING/WELFARE ** CRIMINOLOGY
SOCIAL WORKER **PSYCHOLOGY ** CHILD CARE ** NURSING

CORE STUDIES
English Units 1-4

CHOOSE FROM	OTHER SUGGESTED UNITS
Psychology 1-4 Biology 1-4 Mathematics 1-4 VET Community Services 1-4 Health 1-4	Physical Education Chemistry Legal Studies Physics

FUTURE OPTIONS

Direct Employment Limited opportunity for direct entry after VCE	Pathways to TAFE CERTIFICATES (I-IV) DIPLOMA AND ADVANCED DIPLOMA	University
Psychology Social & Behavioural Sciences BACHELOR SCIENCE Biological Science Marine Biology B. Applied Science Psychology Psychophysiology Human Biology Human Movement Occupational Therapy	Managing Social & Community Services Residential & Community Services Child Care Community Development Community Justice Studies Welfare	Psychology Social & Behavioural Sciences Human Services .BEHAVIOURAL SCIENCE BACHELOR BUSINESS Human Resource Management BACHELOR SCIENCE Biological Science Marine Science B.APPLIED SCIENCE Psychology Psychophysiology Human Biology Human Movement Occupational Therapy

PATHWAY OPTIONS COMMUNITY & WELFARE STUDIES

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

SOCIAL WORK ** POLICE FORCE ** INTERPRETING ** YOUTH WORK
PSYCHOLOGY ** LEGAL STUDIES ** PRIMARY TEACHING
WELFARE STUDIES ** RELIGIOUS STUDIES

CORE STUDIES
English Units 1-4

CHOOSE FROM	OTHER SUGGESTED UNITS
Psychology 1-4 Health Education 1-4 Legal Studies 1-4 VET Community Services 1-4 Mathematics 1-4	Information Technology LOTE Biology Chemistry

FUTURE OPTIONS

Direct Employment TRAINEESHIPS	Pathways to TAFE CERTIFICATES (I-IV) DIPLOMA AND ADVANCED DIPLOMA	University
Local Government Hospitality Public Administration Child care	Auslan Medical Laboratory Residential & Community Serv. Intellectual Disability Youth/Child Child Care Community Development Community Justice Studies	Psychology Disability Studies Interpreting/Translation Language/Culture Studies Urban Studies Social Work Community Development General Family Studies Humanities Social Science Welfare Studies Early Childhood Pastoral Studies Religion & Theological Studies

PATHWAY OPTIONS - ELECTRONIC/ELECTRICAL/COMPUTER SYSTEMS

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

ELECTRICIAN ** ELECTRONIC ENGINEER
ELECTRICAL ENGINEER ** ELECTRICAL MECHANIC

CORE STUDIES
English Units 1-4

CHOOSE FROM ▼	OTHER SUGGESTED UNITS ▼
<p>VET Electrotechnology 1-4</p> <p>Information Technology 1-4 Mathematics 1-4 Physics 1-4</p>	<p>Visual Communication and Design</p> <p>Business Management Chemistry</p>

FUTURE OPTIONS

Direct Employment APPRENTICESHIPS	Pathways to TAFE CERTIFICATES (I-IV) DIPLOMA AND ADVANCED DIPLOMA	University A. BACHELOR ENGINEERING
<p>Electrical Electronics Vehicle</p> <p>Aircraft Engineering</p>	<p>Engineering Electrical Electronics</p> <p>Aerospace Systems Audio/Visual Technology</p>	<p>Electrical Computer Systems Communication Electronics Computer Technology Aerospace B.APPLIED SCIENCE Computer Science Maths & Computer Science Digital Technology Computing & Instrumentation Microprocessor Application Computing & Accounting</p>

PATHWAY OPTIONS

GRAPHIC DESIGN & ART

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

GRAPHIC DESIGN ** INTERIOR DESIGN ** FINISHED ART ** PRINTING
ART/PHOTOGRAPHY ** SIGNWRITING ** VISUAL MERCHANDISING
FASHION DESIGN

CORE STUDIES
English Units 1-4

CHOOSE FROM	OTHER SUGGESTED UNITS
Arts Units 1-4 Studio Arts 1-4 Visual Communication and Design 1-4	Studio Art (Video Production) Design & Technology Business Management Media Mathematics Information Technology

FUTURE OPTIONS

Direct Employment APPRENTICESHIPS	Pathways to TAFE CERTIFICATES (I-IV) DIPLOMA AND ADVANCED DIPLOMA	University
Signwriter Screenprinter Painter/Decorator Silversmithing/Jewellery Floristry Graphic Reproduction	Applied Design Applied Photography Australian Art Fashion Ceramics Computer Aided Art & Design Graphic Art Illustration Screenprinting Design Studio Textiles Visual Arts Visual Merchandising Wood Design Interior Decoration & Design	Applied Art Graphic Design Visual Arts Art & Design Fashion Textile Design Interior Design Industrial Design

PATHWAY OPTIONS HUMANITIES

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

JOURNALISM ** LOCAL GOVERNMENT ** MEDIA STUDIES
LIBRARIAN **LANGUAGE STUDIES ** LAW
POLITICS **

CORE STUDIES
English Units 1-4

CHOOSE FROM	OTHER SUGGESTED UNITS
History 1-4 Legal Studies 1-4 Media 1-4 Geography 1-4 English Literature LOTE	Information Technology Visual Communication and Design Psychology

FUTURE OPTIONS

Direct Employment TRAINEESHIPS	Pathways to TAFE CERTIFICATES (I-IV) DIPLOMA AND ADVANCED DIPLOMA	University BACHELOR ARTS
Australian Public Service Commonwealth Statutory Auth Legal Office Local Government Travel Office Library Services ON JOB TRAINING Lighting Operator CADETSHIP Newspaper/Publisher	Professional Writing & Editing Media	Asian Studies Australian Studies European Studies Education Language & Culture Studies Multicultural Studies Multidisciplinary Psychology Behavioural Science Social Science Family Studies Journalism Media Studies

PATHWAY OPTIONS INFORMATION TECHNOLOGY

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

COMPUTER PROGRAMMING ** COMPUTER OPERATOR ** ACCOUNTING
DATA PROCESSING ** MANAGEMENT COMMUNICATIONS

CORE STUDIES
English Units 1-4

CHOOSE FROM	OTHER SUGGESTED UNITS
Information Technology 1-4 Mathematics 1-4 Accounting 1-4 VET Information Technology 1-4	Visual Communication & Design Legal Studies Business Management Physics

FUTURE OPTIONS

Direct Employment TRAINEESHIPS	Pathways to TAFE CERTIFICATES (I-IV) DIPLOMA AND ADVANCED DIPLOMA	University
Technology Traineeship Office Clerical Travel Officer	Scientific Computing Information Technology Automated Systems Technology-Computing	Information Systems Computing Accounting/Information Sys. BACH.SOCIAL SCIENCE Information Management BACHELOR COMPUTING Digital Technology BACH. INFORMATION SYS BACHELOR ARTS Inf.Management/Librarian

PATHWAY OPTIONS

MATHEMATICS & SCIENCE ENGINEERING

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

ENVIRONMENTAL SCIENCE ** MATHEMATICS/STATISTICS ** CHEMISTRY
 TECHNICIAN/TECH OFFICER ** SURVEYING ** PHYSICS ** BIOLOGY
 VETERINARY SCIENCE ** FISHERIES & WILDLIFE

CORE STUDIES
English Units 1-4

CHOOSE FROM	OTHER SUGGESTED UNITS
Mathematics 1-4 Physics 1-4 Chemistry 1-4 Biology 1-4	Information Technology 1-4 Geography 1-4 VET Engineering 1-4

FUTURE OPTIONS

Direct Employment TRAINEESHIPS	Pathways to TAFE CERTIFICATES (I-IV) DIPLOMA AND ADVANCED DIPLOMA	University SCIENCE/ENGINEERING
Lab Assistant Tech Assistant Plastics Municipal Maintenance Water Operations Gas & Fuel Pipe Laying APPRENTICESHIPS Fitting & Turning Welding Motor Mechanic Aircraft Maintenance Electrical/Electronic Mechanical Engineer	Animal Technology Wood & Fibre Marketing Environ. Waste Management Resource Management Laboratory Technology Materials Engineering Aeronautics Aviation Engineering/Aerospace Syst. Audio Visual Technology Civil Engineering Computer Systems Electrical/Electronic Mechanical/Manufacturing	Mechanical Civil Building Manufacturing Aerospace Environmental Municipal Industrial Electrical Maritime Optical SCIENCE APPLIED SCIENCE

PATHWAY OPTIONS MEDICAL & HEALTH SCIENCE

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

NURSING ** AMBULANCE SERVICES ** MEDICAL SERVICES
PHARMACY ** MEDICAL ADMINISTRATION ** DENTISTRY
PHYSIOTHERAPY ** HEALTH PROMOTION

CORE STUDIES English Units 1-4

CHOOSE FROM ▼	OTHER SUGGESTED UNITS ▼
General Mathematics 1-2 Mathematical Methods 1-4 Further Mathematics 3-4 Specialist Mathematics 3-4 Biology 1-4 Chemistry 1-4 Physics 1-4	Physical Education 1-4 Outdoor Education 1-4 Health Education 1-4 Information Technology 1-4

FUTURE OPTIONS

Direct Employment DIRECT EMPLOYMENT	Pathways to TAFE CERTIFICATES (FV) DIPLOMA AND ADVANCED DIPLOMA	University
Ward Assistant Nursing Assistant	Applied Science: Medical Lab Applied Science: Biological Sci Applied Science: Chemical Sci Applied Science: Forensic Sci Recreation: Sports Coaching Myotherapy	Bachelor – Nursing B.App.Sci – Human Movement B.Health Sci – Occup. Therapy B.Physiotherapy B.Disability Studies B.Food Science & Nutrition B.Health Studies B.Sports Coaching & Admin. B.Podiatry B.Pharmacy B.Medical Radiation

PATHWAY OPTIONS MEDIA & PERFORMING ARTS

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

FILM ** TELEVISION ** RADIO ** THEATRE ** DESIGN ** GRAPHICS MEDIA
 **ADVERTISING ** NEWSPAPERS & MAGAZINES **TEACHING DANCE **ARTS
 ADMINISTRATION ** PUBLIC RELATIONS
 JOURNALISM & WRITING

CORE STUDIES
English Units 1-4

CHOOSE FROM	OTHER SUGGESTED UNITS
↓ Media 1-4 Drama 1-4 Studio Arts 1-4 Music 1-4 Visual Communication and Design 1-4 English Literature	↓ Art Business Management Legal Studies Information Technology

FUTURE OPTIONS

Direct Employment DIRECT EMPLOYMENT	Pathways to TAFE CERTIFICATES (I-IV) DIPLOMA AND ADVANCED DIPLOMA	University
Limited options exist for direct employment without work experience.	Small Companies and Community Theatre. Corporate Video Production Dance Instruction & Mgmt Theatre Technology Sound Production Media Photography	Media Media Arts Performance Studies Performing Arts Dance Film & Television

PATHWAY OPTIONS PLANNING & ARCHITECTURE

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

ARCHITECTURE ** BUILDING & CONSTRUCTION ** SURVEYING
URBAN STUDIES/PLANNING ** DRAFTING

CORE STUDIES
English Units 1-4

CHOOSE FROM ▼	OTHER SUGGESTED UNITS ▼
Visual Communication and Design 1-4 Mathematics 1-4 Geography 1-4 Design & Technology 1-4 VET Furnishings 1-4 VET Building & Construction 1-4	Information Technology: Information Process & Mgmt Art Accounting Business Management Studio Art

FUTURE OPTIONS

Direct Employment APPRENTICESHIPS	Pathways to TAFE CERTIFICATES (I-IV) DIPLOMA AND ADVANCED DIPLOMA	University
Boat Building Brick Laying Cabinet Making Carpentry & Joinery Furniture making	Architectural Drafting Building Construction Building Inspection Technology – Furniture	Visual Comm Planning & Design Urban Studies Industrial Design Architecture Cartography Building Engineering Surveying Interior Design Town Planning

PATHWAY OPTIONS SPORT & RECREATION

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

LEISURE AND RECREATION
PHYSICAL EDUCATION AND HUMAN MOVEMENT
FITNESS ** SPORTS ADMINISTRATION ** SPORTS PSYCHOLOGY

CORE STUDIES
English Units 1-4

CHOOSE FROM	OTHER SUGGESTED UNITS
↓ Physical Education 1-4 Health Education 1-4 Outdoor Education 1-4 Biology 1-4 Psychology 1-4	↓ Chemistry Information Technology 1-4 Business Management Mathematics

FUTURE OPTIONS

Direct Employment TRAINEESHIPS	Pathways to TAFE CERTIFICATES (I-IV) DIPLOMA AND ADVANCED DIPLOMA	University
Sports Administration Hospitality Local Government Travel	Fitness Instruction Myotherapy Recreation Fitness Leadership	Recreation Urban Studies Physical Education Outdoor Education Youth Affairs BACHELOR OF SCIENCE General Human Movement Parks & Recreation BACHELOR OF BUSINESS Sports Management Sports Coaching Travel & Tourism Catering & Hotel Management

PATHWAY OPTIONS TECHNOLOGY & DESIGN

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

**CARPENTRY & JOINERY ** PATTERN MAKING ** PLUMBING
METAL FOUNDING **BUILDING CONSTRUCTION ** TECHNOLOGY DESIGN
FURNITURE TECHNOLOGY **DRAFTING**

**CORE STUDIES
English Units 1-4**

CHOOSE FROM	OTHER SUGGESTED UNITS
Design & Technology 1-4 Mathematics 1-4 Visual Communication and Design 1-4 VET Engineering 1-4 VET Furniture 1-4	Art Studio Arts Information Technology

FUTURE OPTIONS

Direct Employment APPRENTICESHIPS	Pathways to TAFE CERTIFICATES (I-IV) DIPLOMA AND ADVANCED DIPLOMA	University
Carpentry & Joinery Boat Building Painting & Decorating Wood Machining Engineering Fabrication Pattern Making Metal Founding Plumbing Panel Beating Motor Mechanic	Building Construction Architectural Drafting Further Technology Interior Design Computer Aided Art & Design Design Graphic Art Wood Design Screen Printing Design	Industrial Design Technology Design Manufacturing Technology Building Construction

PATHWAY OPTIONS

HEALTH & HUMAN DEVELOPMENT / PHYSICAL ED

Year 11 Semester 1	Semester 2	Year 12 Semester 1	Semester 2
English 1	English 2	English 3	English 4
Physical Education 1	Physical Education 2	Physical Education 3	Physical Education 4
General Maths or Maths Methods 1	General Maths or Maths Methods 2	Further Maths or Maths Methods 3	Further Maths or Maths Methods 4
Psychology 1 or Biology 1	Psychology 1 or Biology 2	Psychology 1 or Biology 3	Psychology 1 or Biology 4
Health and Human Development 1	Health and Human Development 2	Health and Human Development 3	Health and Human Development 4
Any Unit	Any Unit	Any Unit	Any Unit

This course is suitable preparation for the following career pathways. Nursing, Physical Education Teacher, Sports Center Staff, Sports Coaching, Health/Hospital Administrator, Recreation Officer, Hospitality Management, Youth worker, Safety Officer, Community Health program Administrator, Health Ed. Officer, Welfare Officer.

Pathways to Higher Education

TAFE	UNIVERSITY	EMPLOYMENT
Advanced Certificates & Associate Diplomas in the fields such as: Fitness Instruction Child Care Beauty Therapy Welfare Studies Occupational Health & Safety	Bachelor Degrees in Physical Education, Applied Science – Human Movement, Recreation, Fitness Leadership, Nursing, Disability Science, Health Science, Health Promotion, Hospitality, Sports Coaching, Consumer Science, Home Economics, Human Biology, Youth Affairs, Occupational Health & Safety	Hospitals Industry Industrial Kitchens Education Health Resorts & Services Public Service Department

Glossary of Terms

VCAA

Victorian Curriculum and Assessment Authority – responsible for curriculum, assessment and certification at Years 11 and 12 in Victoria.

Special Provision

Where a student has a disability, or has been ill, or if personal circumstances have affected their work to a significant degree during the semester of VCE studies, they may be eligible to have this taken into consideration.

The student must formally notify the college : forms are available from the VCE Coordinator and the Year 12 Coordinator.

General Achievement Test (GAT)

All VCE students undertaking a Unit 3 & 4 study are required to complete a General Achievement Test as part of their mid-year test cycle. The results are recorded with the VCE results in December.

Learning Outcomes

These define what students will know and be able to do as a result of undertaking a study. The teacher will award S for a Unit based on their judgement that the student has demonstrated achievement of the outcomes.

Prerequisite Studies

Prerequisite studies are those nominated by individual tertiary course authorities as studies which must be satisfactorily completed by all applicants seeking admission to that course.

Applicants that do not meet this selection criteria will not be considered for entry into this course. If a prerequisite study must be included in the best Four studies for scoring purposes, this will be indicated by the phrase “studies which must be included in the best Four”.

Most course offer a choice from a list of prerequisite studies. You should check requirements carefully, referring to a publication called “Tertiary Entrance Requirements”. (See your Careers teacher or one of the VCE Team).

Entry into Tertiary Courses requires not only the satisfactory completion of VCE but also the satisfactory completion of at least 3 Units of English or Literature, including Units 3 & 4.

Satisfactory Completion of Units

Satisfactory completion of all Units of Study will be based on the teachers judgement that students have demonstrated achievement of the Learning Outcomes prescribed for the Unit of Study. Where illness or other factors affect performance, students may seek special consideration.

School Assessed Coursework (SACs)

Assessment in the revised VCE is completed in class time. These tasks are collectively called SACs.

Study Design

The study design is a publication designed by the Board of Studies and describes the Units in VCE and the Learning Outcomes and SACs which must be completed.

Equivalent National Tertiary Entrance Rank (ENTER)

Equivalent National Tertiary Entrance Rank (ENTER) is calculated by the Victorian Tertiary Admissions Committee (VTAC) as a score out of 100 based on the students' SAC and exam results for their 4 best subjects (one of these must be English or Literature) plus 10% of their 5th and 6th Unit 3 & 4 studies/VET studies. The ENTER is used as a basis for tertiary entrance.

Unit

A self-contained study of work studied over a semester's length.

Units 1 & 2

Level of difficulty usually associated with Year 11.

Units 3 & 4

Level of difficulty usually associated with Year 12.

VCAL

Victorian Certificate of Applied Learning

VCE

Victorian Certificate of Education.

VET Units

VET – these programs are a combination of VCE studies and Vocational Education and Training modules that are given VCE equivalence for certificate purposes. Students are able to gain both a VCE and VET qualification within their two year certificate. These Units are recognised in the ENTER.

VTAC

The selection of students into Victorian Tertiary Institutions is administered by VTAC (Victorian Tertiary Admissions Centre). VTAC administers a joint selection system for tertiary courses on behalf of the Victorian universities and TAFE colleges. VTAC's role is to produce and distribute application materials, to receive applications and pass them on to course selection authorities and to receive selection decisions from these authorities, on the basis of which offers of tertiary places are sent to applicants.

NOTES