



VCE/VET/VCAL Prospectus 2015

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Lyndale Secondary College

Architecture of Learning

Vision Statement for Curriculum

Committed to provide exceptional teaching and learning experiences that are engaging, dynamic and empowering. Our students will be confident, connected lifelong learners who will seize excellent opportunities to participate and challenge themselves with confidence, strength, creativity and pride. It promotes academic and personal excellence in our students and the College community.

Core Values

- Excellence
- Innovation, inquiry and curiosity
- Diversity
- Equity
- Community and participation
- Ecological sustainability
- Integrity
- Respect

Key Competencies

- Critical thinkers
- Problem solvers
- Good communicators
- Good collaborators
- Information and technology literate
- Flexible and adaptable
- Innovative and creative
- Globally competent
- Financially literate
- Informed and responsible citizens

Learning Areas

- English/EAL
- The Arts
- Health and Physical Education
- Languages
- Mathematics
- Science
- Humanities (History, Geography, Economics, Civics & Citizenship)
- Technology

General Capabilities

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.

Cross Curriculum Priorities

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

Course Selection Overview: Year 11 and Year 12

The transition into the final two years of secondary school involves a choice of pathways and a number of subject options within the VCE pathway. The decision making process is therefore more complex than in the earlier years of school and needs to be carefully considered in relation to ability, interest and future training and education. The information in this prospectus is essential for parents, legal guardians and students involved in choosing between the VCE and VCAL certificate courses of study and choosing appropriate subjects within the VCE if that is the selected pathway.

The VCE (Victorian Certificate of Education) course is considered the direct pathway to university entrance for degree studies. The VCE is a two year certificate that recognises the successful completion of secondary education.

Year 11 VCE students must do English and five other subjects of their choosing from the thirty-one subjects the college will be offering at Year 11 level in 2015. Students can choose a VET (Vocational Education and Training) course that can be counted as a VCE subject. Students may also enrol in a VCE Language with an accredited outside provider. Students who take one of these off-campus options for their VCE enrol in only 5 school-based subjects.

Another option for Year 11 VCE students is to take a Year 12 VCE subject as part of their five subjects other than English. However, students must have completed the Year 11 course in the subject successfully in 2014 to continue into Year 12 in that subject in 2015.

Year 12 VCE comprises a full enrolment of five subjects including the compulsory English/EAL requirement. Again students can take a VCE approved VET and/or a Language outside of school as part of their five subject enrolment for the year. Eligible Students may choose a University Enhancement Study (see below) as one of their four optional subjects for Year 12. To gain a study score that will be added into the calculation of the Australian Tertiary Admission Rank (ATAR), students must satisfactorily complete both Unit 3 (semester one) and Unit 4 (semester 2) of the subject as a year length sequence. It is advisable to avoid beginning an entirely new subject at Year 12, Units 3/4 level.

The VCAL (Victoria Certificate of Applied Learning) course is the pathway that suits students who are aiming to enter TAFE courses, school-based apprenticeships, pre-apprenticeship courses and other forms of vocational training. VCAL is a certificate that focuses on applied learning and develops practical knowledge and skills. It also recognises the successful completion of secondary education.

The school based subjects for the VCAL course comprise a fixed package of studies. Students taking this pathway must also enrol in a VET course of their choosing. The VET courses are delivered by TAFE. It is therefore important to consider location and transport when choosing a VET course to ensure attendance one day a week is feasible. The VCAL course also requires a work placement once a week to meet certain requirements of the certificate. This work placement should be in an industry that is relevant to the student's chosen VET course. Students who are doing VCAL are school based for three days a week.

Planning a Program

Students at Lyndale have a number of pathways and options within pathways available to them. These include:

- **Full school-based VCE study program:** English + 5 subjects (Year 11); English + 4 subjects (Year 12)

- **VCE/VET:** Refer to the relevant section in this booklet as well as consulting the College's Pathways Co-ordinator, Ms Toni Sanfilippo, for further details regarding VET options. It is important to be aware that not all VET options carry a scored result at Year 12 level. Students who want to take the VCE/VET combination need to be sure that their VET component will be scored and will contribute to the calculation of their ATAR.
- **VCE Language Study off Campus:** Students undertaking a VCE Language at Saturday School must ensure that their assessing school is a registered VCE provider. They must also confirm their enrolment in the chosen VCE language course by notifying the VCE Co-ordinator at Lyndale and providing relevant documentation for that enrolment. If undertaking a Language course outside the College, students may enrol in two fewer Units (1 subject) at the College. This option is available at Year 11 and 12 levels.
- **VCE with a University Enhancement Study:** This is an option for Year 12 students who are exceptionally strong in a particular area and have demonstrated very strong academic achievement in general. Enhancement Study involves supplementing VCE studies with a first year university subject through access-programs that are offered by some tertiary institutions. This option provides the opportunity for students to complete a first year university subject as part of their Year 12 program. An Enhancement Study counts as one VCE subject, which means that students taking this option will enrol in only four school-based subjects, including English. Interested students should see Ms Debra Martin (Co-ordinator of the College's Accelerated Learning Program) and Bill Hollingworth (VCE Coordinator). There is a cost of approximately \$950 for the year of Enhancement Studies.
- **VCAL – Victorian Certificate of Applied Learning:** This pathway requires a VET course undertaken at a TAFE college and a work-placement in an industry that is related to the VET certificate. This arrangement applies at Year 11 and 12 levels of the certificate.

Planning a VCE Course Of Study

Before finalising course selection, it is important to get the right advice. College course counsellors are available to assist with information and advice on suitable subjects relative to personal interests and academic strengths. Careers Counsellors are also available by appointment to advise on future pathways and any prerequisites and/or special requirements that might apply.

Useful publications available in the Careers Office are:

- Handbooks of TAFE colleges and tertiary institutions
- VTAC Guide to university and TAFE courses
- Internet Services: MyCareerMatch is a careers test.

The Challenge of Undertaking Units 3 & 4 in Year 11

Prospective VCE 11 students can consider the opportunity to undertake one Unit 3 and 4 sequence as part of their VCE 11 program, provided that they have completed the equivalent Unit 1 and 2 sequence in Year 10. This enables students to complete six Unit 3/4 sequences over two years. Students who complete six Unit 3/4 sequences can gain extra points for the calculation of the ATAR. In calculating the ATAR 10% of the student's sixth subject (lowest study score) is taken into account when calculating the ATAR of students who complete six Year 12 subjects (Unit 3/4 sequences).

However, there are challenges in taking this option that can ultimately disadvantage students who attempt it inappropriately. That is why accessing this option requires approval from the College.

Students who complete a Unit 3/4 sequence in year 11 will still be required to undertake 5 Unit 3/4 sequences for Year 12.

Satisfactory Completion of Units of Study

- A Unit of study is a semester-length course of work and school based assessment in the VCE program.
- Year 11 Units are designated as Unit 1, for semester 1, and Unit 2, for semester 2, in a specific subject. Year 12 Units are designated as Unit 3, for semester 1, and Unit 4 for semester 2.
- Every Unit has a set of Learning Outcomes that must be met over the course of the Unit.
- To achieve an S (satisfactory completion) for a Unit all the Learning Outcomes must be completed to a satisfactory standard.
- Any student who does not demonstrate all the designated Learning Outcomes for a Unit will receive an N (not satisfactorily completed) for the Unit.
- ‘Learning Outcome’ is the term used to indicate the specific knowledge and skills students must learn and be able to demonstrate by achieving a minimum satisfactory standard in the assessment tasks that test for the outcome.
- To achieve an S (satisfactory completion) for a Unit A student needs to attend sufficient class time to complete work. At Lyndale Secondary College we require students to attend at least 90% of classes.

Assessment of Levels of Achievement at Unit 3 & 4 VCE

Those students undertaking Units 3 and 4 VCE must complete specified graded course-work tasks. Depending upon the studies undertaken, these can take the form of:

- School-Assessed Coursework (SACs)
- School-Assessed Tasks (SATs)
- External Examinations October to November are compulsory for all Year 12 subjects

The standard students achieve on their SACs and SATs are externally moderated by and combined with their examination scores to derive each student’s Study Score out of 50. Each student’s study scores, for up to six Year 12 subjects, are combined to calculate the ATAR score (0 to 99.95). This ATAR number reflects each student’s rank order compared to all students across the State enrolled in the VCE program for that year.

Promotion to Senior Studies

Year 10 students’ progress to a Senior Studies Program is not automatic. It is based on satisfactory completion of Year 10, reaching the expected standard for each subject and satisfactory attendance over the year. A review of each student’s performance will take place to determine promotion to Year 11.

The same applies for promotion from Year 11 VCE into Year 12 VCE.

Online Subject Selection

Log-on/password information will be provided to all students for access to this program. It is necessary to ensure that the selection made online is printed out and signed by a parent/legal guardian as authorisation of the selection. This signed printout must be handed in to the appropriate co-ordinators for checking and filing.

Students wishing to undertake a VET Program or VCAL Program need to indicate this online, then print and complete the appropriate application forms from the online Prospectus. The forms need to be signed and returned to the Senior Studies Office.

Course selection for 2015 will be confirmed on enrolment day, **November 19th, 2014**.

Resources Charge

Parents and students need to be aware that a number of studies at VCE and VCAL have a requirement to pay a charge for the provision of materials and resources. Where these charges apply, the details are included in the subject description for Year 11 and Year 12 levels.

Key Dates to Remember, 2014

Subject selection on-line opens: 11 August

Subject selection on-line closes: 22 August

Year 11 end of year examination cycle for 2014: 3 November to 13 November

Confirmation of Enrolment Day: 19 November 2014

VCE Head Start Program for 2015 courses of study, Year 11 and Year 12: 24 November to 17 December 2014.

Attendance for the Head Start program is compulsory and will count in meeting the minimum attendance requirement of 90% for each subject for 2015. This program will involve preparing work for the initial SACs in all subjects, which will be assessed early in term one, 2015, based on the work covered in the Head Start program. This work will **not** be retaught in 2015. In some VCE subjects, an assessment of progress, that will count toward VCE results for 2015, will be required at the end of the Head Start program.

VCE Subjects Offered

For some subjects the demand might be too small for the college to provide a class for it. That makes it very important that students choose subjects they really would like to do so that the subjects they prefer will have enough students to go ahead in 2015.

English/ EAL

Accounting

Art*

Australian & Global Politics

Biology

Business Management

Chemistry

Drama

Dance*

Economics

Food and Technology*

Foundation Mathematics (Year 11 only)

Further Mathematics

Geography*

Health and Human Development

History of Revolutions (Year 12 only)

Information Technology: IT Applications

Information Technology: IT Software Development
(Year 12 only)

Legal Studies

Literature

Mathematical Methods

Media Studies*

Modern World History (Year 11 only)

Outdoor & Environmental Studies*

Physical Education

Physics

Product & Design*

Psychology

Specialist Mathematics

Studio Arts*

Systems Engineering *

Visual Communication*

***Indicates additional high cost charges.**

See subject descriptions.

AN OVERVIEW OF VCE COMBINATIONS

Options	VCE Year 11	VCE Year 12
1	English/EAL Units 1/2 + 5 school provided subjects	English/EAL Units 3/4 + 4 school provided subjects
2	English/EAL Units 1/2 + 4 School provided subjects + VETiS (Must VCE scored)	English/EAL Units 3/4 + 3 School based subjects + VETiS (Must be a continuation from Year 11)
3	English/EAL Units 1/2 + 4 School provided subjects 1/2 + 1 VCE Language outside of school	English/EAL 3/4 + 3 School based subjects 3/4 + 1 VCE Language outside of school 3/4
4	English/EAL 1/2 + 4 Year 11 VCE subjects 1/2 + 1 Year 12 VCE subject 3/4	English/EAL 3/4 + 3 School based subjects 3/4 + 1 University Enhancement Study
TOTAL	12 UNITS	10 UNITS
Satisfactory Completion	MINIMUM OF 8 UNITS SATISFACTORILY COMPLETED	MINIMUM OF 16 UNITS SATISFACTORILY COMPLETED OVER THE 2 YEARS*

This table shows the main optional structures for Year 11 and Year 12 VCE. There are other variations for students in the Accelerated Program, students who are interested in Literature and students who wish to take more than one off-campus option.

*To qualify for the VCE and gain an ATAR score for tertiary admission to further education, the student must gain:

- Satisfactory Completion in at least 16 units out of 22 Units taken over the two years of the course.
- Satisfactory Completion in at least 3 Units of English.
- Satisfactory Completion in at least 3 Year 12 Units 3/4 subject sequences (equals 6 Units) not including English.
- An attendance rate of 90% in both Year 11 and Year 12

Selecting the Appropriate Mathematics Course

Mathematics is not a compulsory study for the VCE. However, satisfactory completion of a VCE Mathematics study is widely required as a pre-requisite for entry into post-secondary courses of study and vocational training certificates. Parents and students should therefore make sure that their decision about Mathematics is informed by an understanding of the student's ability and the way this decision will affect future education and training pathways.

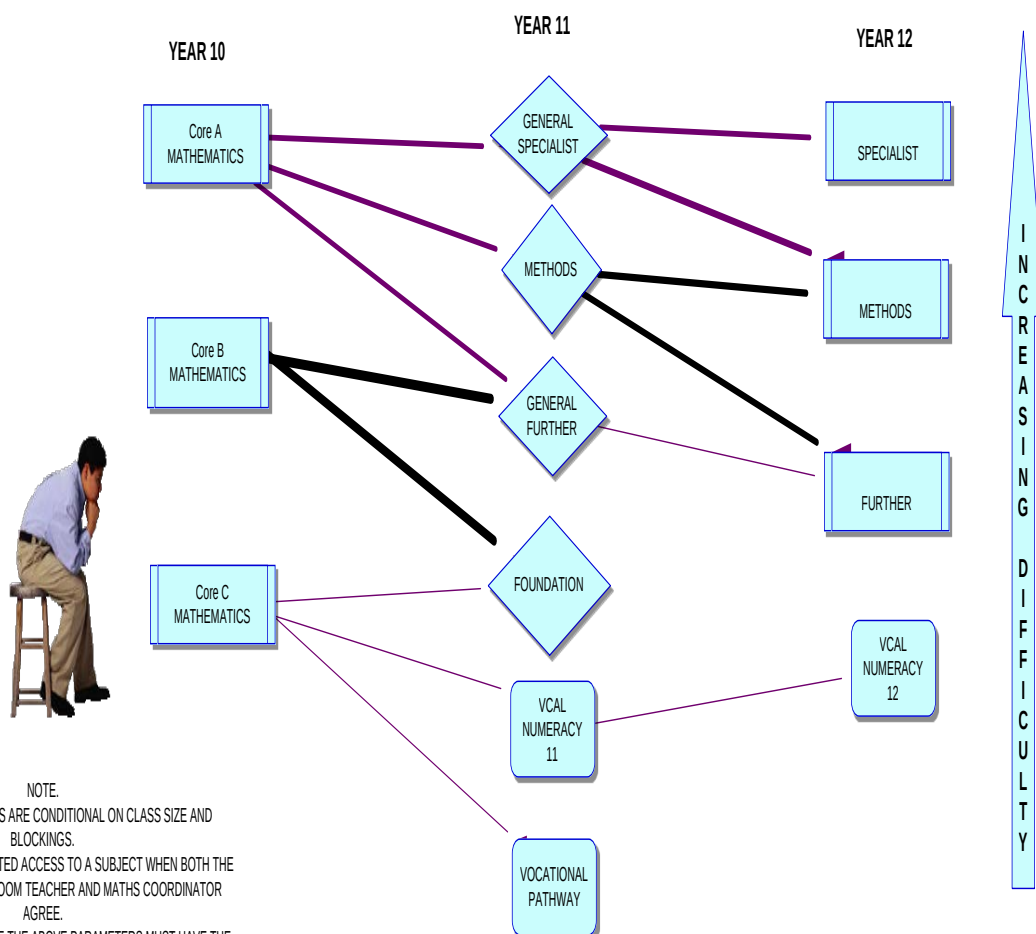
The VCE offers four Mathematics studies at Year 11 level and three at Year 12:

- **Foundation Mathematics:** This study is suitable for students who need a Year 11 level Maths for future further education and training, but who are not strong in this subject. This Maths pathway does not lead onto Year 12 Maths. Satisfactory completion of Core Maths C in Year 10 is the pre-requisite for entry into this course for Year 11.
- **Year 11 Further Mathematics (General Mathematics) ::** This study is suitable for students who need or wish to continue with Maths to Year 12 level. This study is a pre-requisite for Year 12 Further Maths. Satisfactory completion of Core Maths B in Year 10 is the pre-requisite for entry into this course. Some courses of further education and training require satisfactory completion of a Mathematics study to Year 12 level as a pre-requisite for entry.
- **Year 11 Mathematical Methods:** The level of Maths studied in this course is significantly more challenging than the level of Maths studied in Further Mathematics. This option therefore is for students who are strong in Maths. The study is a pre-requisite for Year 12 Mathematical Methods. Some courses of further education and training require a result in Year 12 Mathematical Methods as a pre-requisite for entry. Satisfactory completion of Year 10 Core Maths A is the pre-requisite for entry into Year 11 Mathematical Methods.
- **Year 11 Specialist Mathematics (General Mathematics):** This is the most challenging Mathematics course. Achieving a high standard in Core Maths A at Year 10 and teacher recommendations are the pre-requisites for entry. This course can only be taken as a double Maths option. Students doing this subject must also do Mathematical Methods. Satisfactory completion of this course is the pre-requisite for continuing with Specialist Mathematics at Year 12.
- Students who meet the requirements for entry into Year 11 Mathematical Methods may also do Year 11 Further Maths as a double Maths option.

For Year 12 Mathematics, according to the pre-requisites they have from Year 11, students may choose 1 of the following options:

1. Further Mathematics Units 3/4 (Pre-requisite: Further Mathematics (General Mathematics) Units 1/2 or Mathematical Methods Units 1/2)
2. Mathematical Methods Units 3/4 (Pre-requisites: Mathematical Methods Units 1/2)
3. Further Mathematics Units 3/4 and Mathematical Methods Units 3/4 (Pre-requisite: Mathematical Methods Units 1/2)
4. Mathematical Methods Units 3/4 and Specialist Mathematics Units 3/4 (Pre-requisites: Mathematical Methods Units 1/2 and Specialist Mathematics (General Mathematics) 1/2 as double Maths option at Year 11)

MATHEMATICAL PATHWAYS AT LYNDALDE 2014



Select Entry Accelerated Learning Program (SEAL)

The Year 10 Program

The following VCE studies should be taken by Year 10 SEAL Program students:

- ENGLISH LITERATURE UNITS 1 and 2
- MATHEMATICAL METHODS (CAS) Units 1 and 2
- AND EITHER**
- BIOLOGY Units 1 and 2
- OR**
- PSYCHOLOGY Units 1 and 2
- OR**
- BUSINESS MANAGEMENT Units 1 and 2
- OR**
- INFORMATION TECHNOLOGY Units 1 and 2.

In exceptional circumstances arrangements for other VCE11 units may be negotiated with the SEAL Program and Level Coordinators.

The remainder of the course is selected from the Year 10 core and elective blocks.

NOTE: Year 10 SEAL Program students are **NOT required** to take Year 10 CORE studies in English, Mathematics, Science or Humanities

The Year 11 Program

In Year 11 of the SEAL Program, students are advised to complete **at least** 2 VCE Unit 3/4 sequences, including an English or Literature sequence. If students are taking a VCE Unit 3/4 LOTE, then **no more than** 3 VCE Units 3/4, including an English sequence, should be undertaken. In addition students will make an appropriate selection of VCE Unit 1/2 sequences:

- ENGLISH LITERATURE Units 3/4
- AND/OR**
- ENGLISH Units 1/2
- PLUS EITHER**
- MATHEMATICAL METHODS (CAS) Units 3/4
- OR**
- FURTHER MATHEMATICS Units 3/4
- PLUS EITHER**
- BIOLOGY Units 3/4
- OR**
- PSYCHOLOGY Units 3/4
- OR**
- BUSINESS MANAGEMENT Units 3/4
- OR**
- INFORMATION TECHNOLOGY Units 3/4

Students may consider another appropriate VCE Unit 3/4 sequence to lead on to do this subject at first year university level in Year 12.

The need to balance studies with extra curricula and social activities will be important. Another important consideration is the fact that students in this program at this level and the next are exposed to external assessment in their Unit 3/4 sequences.

The Year 12 Program

In the final year of the SEAL Program students will develop an individual program of VCE units and other studies as appropriate to their needs.

A minimum of four college based VCE Unit 3/4 sequences is required for students in Year 12 of the SEAL Program.

There is a broad curriculum choice available and students therefore need to read through the VCE prospectus before choosing subjects.

Enhancement Studies

Year 12 SEAL Program students have the opportunity to undertake ENHANCEMENT STUDIES in their final year as part of their VCE and should consider this option as part of their VCE program.

Enhancement Studies are equivalent to the first year of a particular subject at University level. By completing an enhancement study, students will find a variety of benefits occur when they enrol in an undergraduate degree. An Enhancement study can be used as the sixth subject when your ATAR is calculated.

If interested in enhancement studies, see the VCE Coordinators or the SEAL Program Coordinator for further information.

VET in the SEAL Program

VET programs are also available to SEAL Program students. VET programs are fully integrated into the VCE. This means that they are developed as independent studies at Units 1, 2, 3 and 4 levels. Students will be able to include a VET Certificate III level as one of their three Unit 3/4 sequences other than English needed to gain their VCE. Students who are interested in this option need to refer to the VCE prospectus for the specific VET studies available.

Vocational Education And Training (VET)

VET programs can be undertaken by:

- Year 10 Vocational Education students (compulsory)
- VCAL Students (compulsory)
- VCE students who meet the criteria

What is a VET Program?

It has become increasingly evident that a traditional academic program in Years 10, 11 and 12 does not suit all students, and that some students are suited to 'hands-on' learning. VET programs are vocational training programs approved by VCAA following consultation with schools, industry and training providers. VET offers students the opportunity to: combine general and vocational studies; explore career options and pathways; undertake learning in the workplace; gain a nationally recognised qualification or credit towards a qualification that contributes to the VCE or VCAL; and develop skills that will equip students for the workforce and further study. VET can help students to develop self-confidence and maturity, and develop additional incentives to complete the VCE.

VET programs have been designed to provide a more vocationally oriented approach to VCE; to expand opportunities for senior secondary students; to link schools to industry; and to prepare young people for the workplace of the future.

VET programs are integrated into the VCE. This means that they stand as independent studies at Units 1, 2, 3 and 4 levels. Students will be able to include a **VET** Unit 3 and 4 sequence as one of three studies other than English needed to gain their VCE. **VET** provides additional breadth to the VCE and gives students a nationally recognised training credential endorsed by industry.

A few **VET** programs include a period of work experience which is an opportunity to learn more about the industry and the skills required.

Please note **VET** classes normally take place off campus on a Wednesday or Friday, and students will miss some timetabled classes at the College. Students need to sign a contract stating they will catch-up on all missed work.

Criteria for Eligibility

- All students must have paid for the material cost for VET (see next page), before the school can enrol a student in VET.
- Year 10 Vocational Education students and VCAL students are required to do VET.
- VCE students can choose VET if their school grades are averaging a C. VET in the VCE requires students to miss classes and catch-up with work missed on a weekly basis.

VET Programs provide students with:

- Credit towards the Victorian Certificate of Education
- A study score or increment that contributes to the Australian Tertiary Entrance Rank (ATAR)
- An accredited certificate (e.g., certificate 2 or 3)
- A statement of results listing all VET units undertaken
- Unit equivalence with VCE subjects
- Credit towards the Victorian Certificate of Applied Learning

VCE/VET Programs

The following table provides a summary of the VCE VET programs currently available. Other VET courses are also available, and you can ask the VET Leader for information about course areas not listed below. Please note that available courses changes and up to date information can be found on the VCAA website.

VCE VET Program Area of Study	Certificate Title	Material Costs (Approximate ONLY)
<i>Agriculture, Horticulture, Conservation and Land Management</i>	-Certificate II in Agriculture -Certificate II in Conservation and Land Management -Certificate II in Horticulture	Cost: \$170 Deposit: \$85
<i>Animal Studies</i>	-Certificate II in Animal Studies	Cost: \$ TBA Deposit: \$ 85
<i>Applied Fashion Design and Technology</i>	-Certificate II in Applied Fashion Design and Technology and selected units of competency	Cost: \$ 350 Deposit: \$ 100
<i>Automotive</i>	-Certificate II in Automotive Technology Studies	Cost: \$ 200 Deposit: \$ 100
<i>Building and Construction</i>	-Certificate II in Building and Construction (partial completion) -Cert II in Building and Construction	Cost: \$ 220 Deposit: \$ 100
<i>Business</i>	-Certificate II in Business and selected units of competency	Cost: \$ 150 Deposit: \$ 70
<i>Cisco</i>	-Cisco	Cost: \$ 100 Deposit: \$ 50
<i>Community Services</i>	-Certificate II in Community Services and selected units of competency	Cost: \$ 250 Deposit: \$ 100
<i>Dance</i>	-Certificate II in Dance and selected units of competency	Cost: \$ 240 Deposit: \$ 100
<i>Engineering Studies</i>	-Certificate II in Engineering Studies	Cost: \$ 200 Deposit: \$ 90
<i>Equine Industry</i>	-Certificate II in Equine Industry	Cost: \$ TBA Deposit: \$ 85
<i>Equine Studies</i>	-Certificate II in Equine Studies	Cost: \$ TBA Deposit: \$ 85
<i>Furnishing</i>	-Certificate II in Furniture Making with selected units	Cost: \$ 90 Deposit: \$ 45
<i>Health</i>	-Certificate II in Health Support Services -Certificate III in Allied Health Assistance -Certificate III in Health Support Assistance	Cost: \$ 200 Deposit: \$ 90
<i>Hospitality</i>	-Certificate II in Hospitality and selected units -Certificate II in Hospitality (Kitchen Operations) -Certificate III in Catering Operations <i>*Students going to St. John's Regional College must pay a \$500 dollar deposit</i>	Cost: \$200 - 800 Deposit: \$ 100

VCE VET Program Area of Study	Certificate Title	Material Costs (Approximate ONLY)
<i>Information and Communications Technology</i>	-Certificate II in Information, Digital Media and Technology -Certificate III in Information, Digital Media and Technology (partial completion)	Cost: \$ 200 Deposit: \$ 90
<i>Integrated Technologies</i>	-Certificate II in Integrated Technologies	Cost: \$ 130 Deposit: \$ 65
<i>Interactive Digital Media</i>	-Certificate II in Creative Industries (Media) -Certificate III in Media	Cost: \$ 130 Deposit: \$ 65
<i>Laboratory Skills</i>	-Certificate III in Laboratory Skills	Cost: \$ 60 Deposit: \$ 35
<i>Music</i>	-Certificate II in Music -Certificate III in Music -Certificate III in Technical Production	Cost: \$ 230 Deposit: \$ 100
<i>Small Business</i>	-Certificate II in Small Business (Operations/Innovation)	Cost: \$ 100 Deposit: \$ 50
<i>Sport and Recreation</i>	-Certificate II in Sport and Recreation -Certificate II in Outdoor Recreation -Certificate III in Sport and Recreation	Cost: \$ 300 Deposit: \$ 100

*A full list of VET courses is available upon request.

*All prices are approximate only. The pricelist will become available in October of 2015. Deposit amounts are not negotiable.

Please note that a **50% deposit** towards any materials fees associated with VET courses **must be paid by October 20th, 2014** to secure enrolment in that VET course. **Enrolment cannot be placed without this deposit.** The balance of the materials charge must be paid prior to commencement of course work in 2015.

Victorian Certificate of Applied Learning (VCAL)

What is VCAL

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

Like the VCE, the VCAL is a recognised senior secondary qualification. Unlike the VCE, which is widely used by students as a pathway to university, the VCAL focuses on 'hands-on learning'. Students who do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 12.

There are four compulsory strands in VCAL:

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

In order to qualify for the above strands the student must successfully complete the following:

- ✓ All VCAL subjects taught at Lyndale Secondary College
- ✓ A VET course
- ✓ A one day a week work placement

Year 11 (Intermediate) VCAL and Year 12 (Senior) VCAL

Electives

Year 11 VCAL students are expected to complete one VCE study or school based VET program chosen from:

- VCE Product and Design
- VCE Food Technology
- Other

**Year 12 VCAL may be able to undertake an elective also, depending on availability.*

Students will also complete:

- VET (one day each week)
- Work placement (one day each week)

Core Subjects

- Literacy
- Numeracy
- Personal Development Skills
- Work Related Skills
- Skills for Further Study (Senior VCAL only)

Students will also complete:

- VET (one day each week)
- Work placement (one day each week)

VCAL Program Structure

The VCAL program at Lyndale Secondary College provides students with practical work-related experience as well as literacy, numeracy and personal development skills.

The VCAL program aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to work and further education. The program is designed to encourage the development of problem-solving, personal organisation, endeavour and initiative across a range of applied learning contexts and curriculum areas.

Students are required to attend:

- Three days at school
- One day in the workplace
- One day for Vocational Education and Training (VET) or Australian School Based Apprenticeship (SBA) program.

Work placement

Work placement provides an opportunity for students to network with potential employers and to experience the reality of working in the industry. Work placement has been factored into the school timetable for VCAL students, and must be completed in the designated time. Each student is required to complete 200-240 hours of placement in one year, in order to qualify for the VCAL certificate

It is the student's responsibility to seek out an appropriate work placement. Assistance is available via the Careers Department. Student's work placement should relate to their selected VET course. Students are strongly advised to check with their training provider and the VET Coordinator, to ensure that the placement they are considering satisfies the requirements of their VET course.

Students must make sure the relevant legal forms are completed before commencing a work placement. Students are not allowed to attend a work placement unless the school has received the required paperwork, signed by the employer. This paperwork can be given to Ms Sanfilippo, the VCAL Coordinator. Once the paperwork has been received, a pack will be given to the employer and student. This pack contains all the relevant information needed for a successful placement. Each student must have completed the Safe@Work module at school, before they can attend their placement.

Vocational Education and Training (VET)

As part of the VCAL program, students must also undertake a VET course. They will attend TAFE one day per week. At the completion of VCAL students will have a certificate 2 or 3 in their desired area. Some of the VET courses available are listed in the VET section of this handbook. Popular VET courses for VCAL are: Building and Construction; Automotive; Plumbing; Child Care; Health; Hospitality; Electrotechnology; and Sport and Recreation.

Selection into the VCAL Program

Students who are intending to study VCAL at Lyndale Secondary College must demonstrate:

- Attendance requirement of 90% for each subject for 2015
- An ability to work independently
- A commitment to completing set tasks within a designated timeframe

Students are required to:

- Submit VCAL/VET application forms to the VCAL Coordinator by the middle of Term 3.
- Participate in the selection-process interview with VCAL and Year Level Coordinators.

- Please note that the deposit towards any materials fees associated with VET courses must be paid on / by October 20th, 2014 to secure enrolment in that VET course. Enrolment cannot be guaranteed without this deposit. The balance of the materials charge must be paid prior to commencement of course work.

The VCAL Strands

Literacy Skills - The purpose of the VCAL Literacy Skills Units is to develop literacy skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:

- family and social life
- workplace and institutional settings
- education and training contexts
- community and civic life

Literacy (reading, writing, speaking and listening) occurs in all these contexts and different domains or areas of literacy practice correspond with these social contexts.

Numeracy Skills - Underpinning the VCAL Numeracy Skills Units is the concept that skills development occurs best when it takes place within social contexts and for social purpose. Like the VCAL Literacy Skills Units, the purpose of the VCAL Numeracy Skills Units is to develop skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:

- family and social life
- workplace and institutional settings
- education and training contexts
- community and civic life

Numeracy and mathematics is used in all these social contexts. The learning outcomes of Numeracy Skills Units focus on;

- Numeracy for personal organisation
- Numeracy for interpreting society
- Numeracy for practical purposes
- Numeracy for knowledge

Personal Development Skills - The purpose of the Personal Development Skills Units is to focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature related to personal, social, educational or community goal. The learning outcomes of Personal Development Skills Units focus on developing students skills that lead towards:

- Social responsibility
- Building community
- Civic responsibility
- Improved self confidence and self-esteem

Work Related Skills - Work Related Skills Units are designed to develop employability skills, occupational health and safety and career goals. It is expected that students will complete the Occupational Health and Safety Certificate for their individual work placement and be able to organise their own work placement within the course guidelines. The learning outcomes of Work Related Skills Units are designed to develop students:

- critical thinking skills

- planning and work related organisational skills
- occupational health and safety awareness
- transferrable skills for work related context
- Key Competencies and employability skills through work related contexts

Industry Specific Skills - The purpose of Industry Specific Skills Strand is to develop knowledge and attitudes related to a vocational context in preparation for progression to further learning or employment. The range of VET options is extensive. Some examples are automotive, engineering, building and construction, hospitality, retail, multimedia, information technology, agriculture, horticulture, warehousing and hair and beauty. The learning outcomes of Industry Specific Skills Strand are designed to:

- Develop key knowledge and skills
- Provide vocational experience
- Provide pathways to further study or training

Skills for Further Study (Senior Level) - The purpose of the Skills for Further Study Unit is to enable students to develop knowledge and skills for further study that will prepare and assist them to pursue diverse and higher level education and training pathways in a range of settings. The Skills for Further Study Unit focuses on developing:

- Time management
- Strategies for learning
- Research skills
- Pathway planning
- Preparation of a portfolio

Assessment

Assessment in VCAL units is school-based; there are no exams. The VCAL is made up of accredited units and learning elements. Your VCAL program is assessed by your teacher in accordance with assessment requirements for each part of the program. The learning outcomes for Units 1 and 2 are not sequential and students may do one or both units within a learning program. Assessment must be valid in terms of context and methods. Assessment must be reliable in showing consistent results over a number of occasions. Successful completion of VCAL is based on a minimum pass of 10 units, 6 units must be at the certificate level with a minimum of one unit from each of the VCAL strands.

IS VCAL FOR YOU?

If you are considering VCAL as an option you need to be able to confidently relate to the following points.

Interested in going onto TAFE, apprenticeship or traineeship	
Students must be prepared to complete ongoing work placement one day per week	
Students have to seek out their own work placement	
Student must be prepared to complete a VET/TAFE course	
Attendance at school, TAFE and work placement is vital if you are to complete the VCAL (90%)	
Students must pay their Material costs (the application won't be lodged until the payment is received)	
Students are required to make their own way to the TAFE location	
If you change from VCAL to VCE you may be required to repeat Year11	
Students need to be prepared to work with others, negotiate projects and meet deadlines	

VCAL APPLICATION FORM

Name: _____ **Year Level in 2015:** _____

I am currently enrolled in (circle):

Year 10

Voc Ed (year 10)

Intermediate VCAL

VCE

The VCAL course I would like to enrol in is (circle):

Intermediate VCAL

Senior VCAL

I would like to do VCAL because:

VET courses currently enrolled in:

VET courses completed:

Current career goals:

VET course preference for next year:

1. _____

2. _____

Work placement preference for next year:

Where will you start looking for a placement?

Have you been enrolled in VCAL before? Yes / No

Student Declaration: I wish to apply for VCAL. I have discussed this with my family and teachers and believe it will suit my needs.

Signed: _____ Date: _____

Parent Declaration: I approve of my child's application for VCAL at Lyndale Secondary College.

Signed: _____ Date: _____

I UNDERSTAND THAT MATERIALS FEES WILL NEED TO BE PAID BY OCTOBER 20TH, 2014 TO SECURE ENROLMENT FOR 2015.

VCE/VET APPLICATION FORM

Name: _____ **Year Level in 2015:** _____

VET courses currently enrolled in:

VET courses completed:

Current career goals:

Discussion and notes about criteria:

VET course preference for next year:

1. _____

2. _____

Do these courses have an associated work placement (check VCAA guide):

Student Declaration: I wish to apply for VCE VET. I have discussed this with my family and teachers and believe it will suit my needs.

Signed: _____ Date: _____

Parent Declaration: I approve of my child's application for VCE VET at Lyndale Secondary College.

Signed: _____ Date: _____

I UNDERSTAND THAT MATERIALS FEES WILL NEED TO BE PAID BY OCTOBER 20TH, 2014 TO SECURE ENROLMENT FOR 2015.

VCE, Units 1- 4, Subject Descriptions

The following descriptions give a general overview of the course of study and assessment each subject involves over Year 11 and Year 12. More detailed information can be found by consulting the Study Design for any specific subject. These Study Designs can be accessed by visiting the Victorian Curriculum Assessment Authority's website on line and navigating to the appropriate VCE Study Design.

As well as this source, more detailed information is available from the VCAA website.

Entry Pre-requisites for Year 11 subjects

For **Mathematics** pathways see page 10.

Physics: a sound pass in Core Maths B

Entry Pre-requisites for Year 12 subjects

Biology 3/4: Biology 1/2

Chemistry 3/4: Chemistry 1/2

Mathematics 3/4: For Mathematics pathways see page 10.

Physics 3/4: Physics 1/2

Systems Engineering 3/4: Systems Engineering 1/2

It is strongly recommended that students complete Units 1/2 in any subject before taking the subject in Year 12.

Subject Listing

Arts	Art Dance Drama Media Studies Studio Arts Visual Communication
English	English English as an Additional Language Literature
Humanities	Accounting Australian and Global Politics Business Management Economics Geography History Legal Studies
Mathematics	Foundation Maths General Maths Further Maths Maths Methods Specialist Maths
Physical Education/ Health	Health Outdoor and Environmental Studies Physical Education
Science	Biology Chemistry Physics Psychology
Technology	Food and Technology Information Technology Product and Design Systems Engineering

ENGLISH

Aims:

This study enables all students to develop their critical understanding and control of the English language so that they can use it effectively in a variety of situations. These situations include the personal and informal as well as formal and public occasions. The learning outcomes involve understanding how best to communicate perceptions, ideas, arguments, reflections and feelings in spoken and written forms. Developing sophisticated approaches to reading and advanced critical analysis of written material are also essential learning outcomes for all students in English. An adequate level of competence in these skills is essential to meet the demands of post-school employment, further education and participation in a democratic society.

Learning Focus:

For all Units 1 – 4 taken over Years 11 and 12 there are three areas of study:

1. Reading and responding
2. Creating and presenting
3. Using language to persuade

Assessment:

Year 11

Unit 1: School-assessed coursework – 25%
 Unit 2: School-assessed coursework – 25%
 End-of-year examination – 50%

Year 12

Unit 3: School-assessed coursework – 25%
 Unit 4: School-assessed coursework – 25%
 External End-of-year Examination – 50%

Contact Teachers: Mr Angos

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx>

ENGLISH as an ADDITIONAL LANGUAGE (EAL)

Aims:

This study enables all students to develop their critical understanding and control of the English language so that they can use it effectively in a variety of situations. These situations include the personal and informal as well as formal and public occasions. The learning outcomes involve understanding how best to communicate perceptions, ideas, arguments, reflections and feelings in spoken and written forms. Developing sophisticated approaches to reading and advanced critical analysis of written material are also essential learning outcomes for all students in EAL. An adequate level of competence in these skills is essential to meet the demands of post-school employment, further education and participation in a democratic society. The approach to these learning outcomes in the EAL course are adapted to meet the needs of students for whom English has been a second language for a maximum of seven years.

Learning Focus:

For all Units 1 – 4 taken over Years 11 and 12 there are three areas of study:

1. Reading and responding
2. Creating and presenting
3. Using language to persuade

Assessment:

Year 11

Unit 1: School-assessed coursework – 25%

Unit 2: School-assessed coursework – 25%

End-of-year examination – 50%

Year 12

Unit 3: School-assessed coursework – 25%

Unit 4: School-assessed coursework – 25%

External End-of-year Examination – 50%

Contact Teacher Ms Boussioutas (EAL)

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx>

ACCOUNTING

Aims:

Develop knowledge of the process of recording, reporting, analysing and interpreting financial data and accounting information which is then communicated to internal and external users of this information as it plays an integral role in the successful operation and management of businesses.

Learning Focus:

Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods. The preparation and presentation of financial statements is governed by Australian Accounting Standards and guided by the Framework for the Preparation and Presentation of Financial Statements (AASB Framework).

Unit 1 begins with a small service business, allowing students to develop knowledge and skills in accounting without the complexities of accounting for trading businesses or large organisations. Units 2, 3 and 4 then focus on a single activity trading business where students build on and extend their accounting skills.

Unit 1: Establishing and operating a service business

Unit 2: Accounting for a trading business

Unit 3: Recording and reporting for a trading business

Unit 4: Control and analysis of business performance

Assessment:

Year 11

Unit 1: School assessed coursework - 17%

Unit 2: School assessed coursework - 17%

End-of-year examination - 66%

Year 12

Unit 3: School assessed coursework - 17%

Unit 4: School-assessed coursework - 17%

External End-of-year examination - 66%

Contact Teachers: Ms Stanton, Ms Snowden

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/account/accountindex.aspx>

ART

Aims:

In both the process of making and examining art, students can realise the power to inspire change through imagination, creativity and innovation. Within the VCE Art study, theoretical research and investigation informs the students' own art making. Through exploration and experimentation using art forms, materials, techniques and processes, students progressively develop their own artworks and develop an awareness of appropriate health and safety practices. The student should be able to explore personal ideas and concepts through a conceptual and practical investigation using selected Analytical Frameworks to reflect upon and annotate their own art work and write commentary on a range of specific works of art. Students who successfully undertake this study will be able to demonstrate technical and artistic development in the presentation of visual responses that include one finished artwork for Year 11 and two finished artworks for Year 12. Students will develop and complete these original artworks through the exploration of selected media, materials and techniques.

Learning Focus:

Students develop their visual language through personal and independent learning by combining a focused study of artworks with practical art making. VCE Art provides the opportunity to investigate the role of art in the world through a study of historical and contemporary cultures. The Art study challenges students to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewer. Throughout their study, students develop skills in research, analysis and arts criticism to interpret and debate the issues that are raised and, in response, they form and support personal points of view and develop their own artworks.

Unit 1: The Formal, the Cultural and the Personal Frameworks for analysis and interpretation.

Unit 2: Applying the Frameworks to a variety of artworks and practical creative work.

Unit 3: Application of the analysis and interpretation Frameworks studied in Year 11 to artworks produced since 1970 and the development of the students' original artworks.

Unit 4: Continues with the work undertaken in Unit 3 to bring the students' critical commentaries and original artworks (two of these) to completion.

Assessment:

Year 11

Units 1/2 School-assessed Coursework – 20%
Units 1/2: School-assessed Task - 50%
End-of-year examination – 30%.

Year 12

Unit 3: School-assessed Coursework – 20%
Units 3/4: School-assessed Task – 50%
External End-of-year Examination – 30%.

Costs: \$ 60.00 per year.

Contact Teachers: Mr Cioni, Ms Boundy

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/art/artindex.aspx>

AUSTRALIAN AND GLOBAL POLITICS

Aims:

This study develops an understanding of the exercise of national and international political power. Students develop the knowledge and skills to identify the influences and events that shape national and international relationships. The International component of the study aims to broaden students' knowledge of, and ability to participate in, key global issues. Australian Politics increases awareness of the nature of power and its influence, as well as enabling them to draw conclusions about issues which affect their lives. Politics offers students the opportunity to become informed citizens, voters and participants in their local, national and international communities. This subject prepares students for formal study at the tertiary level, leading on to opportunities in a range of careers, including academia, management, and government.

Learning Focus:

Students are engaged in exploring, explaining and evaluating global political issues. They are also engaged in the examination and comparative study of Australia's democracy.

Unit 1: Politics, power and people

Unit 2: The global picture

Unit 3: National Politics - Democracy in the making

Unit 4: National Politics -The challenge of power

Assessment:

Year 11

Unit 1: School-assessed coursework – 25%

Unit 2: School-assessed coursework – 25%

End-of-year examination – 50%

Year 12

Unit 3: School-assessed coursework – 25%

Unit 4: School-assessed coursework – 25%

External End-of-year examination – 50%

Contact Teachers: Mr Lal, Ms Stanton

VCAA website:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/ausglobalpolitics/ausglobalpoliticsindex.aspx>

BIOLOGY

Aims:

Biology enables students to understand that despite the diverse ways of meeting the challenges of survival, all living things have many structural and functional characteristics in common.

Learning Focus:

Biology is the study of living things from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single celled micro-organisms that live in seemingly inhospitable conditions. It is a study of the dynamic relationships between living things, their interdependence, their interactions with the non-living environment, and the processes that maintain life and ensure its continuity.

Unit 1: Unity and Diversity

Unit 2: Organisms and Their Environment

Unit 3: Signatures of Life

Unit 4: Continuity and Change

Assessment:

Year 11

Unit: School-assessed Coursework - 20 %

Unit 2: School-assessed Coursework – 20%

End-of- the year examination – 60 %

Year12

Unit 3: School-assessed Coursework - 20%

Unit 4: School-assessed Coursework – 20%

External End-of-year examination - 60%

Contact Teachers: Mr Frowe, Mrs Petousis, Mrs Trovarelli

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/biology/biologyindex.aspx>

BUSINESS MANAGEMENT

Aims:

This study aims to develop an understanding of Australian society's wide variety of business organisations in terms of size, ownership, objectives, resources and location, and the way these organisations are managed by people who establish systems and processes to achieve a range of objectives. This aim involves examining the range of management theories and comparing them with the actual management practices of real businesses.

Learning Focus:

Unit 1: Small business management
Unit 2: Communication and management
Unit 3: Corporate management

Assessment:

Year 11

Unit 1: School-assessed Coursework – 25%
Unit 2: School-assessed Coursework – 25%
End-of-year examination – 50%

Year 12

Unit 3: School-assessed Coursework – 25%
Unit 4: School-assessed Coursework – 25%
External End-of-year examination – 50%

Contact Teachers: Mr Lal, Mr De George, Ms Bakopanos

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/busmngmnt/businessindex.aspx>

CHEMISTRY

Aims:

Chemical processes are important in improving human health, preventing environmental problems and rehabilitating degraded environments. In this study of chemistry a thematic approach has been adopted, and throughout the study contexts have been provided to apply chemical knowledge to technology and society. Students will investigate, explore and solve qualitative and quantitative problems and discuss chemical concepts and issues. It is recommended that students have undertaken the Introduction to Physics and Chemistry Unit in Year 10.

Learning Focus:

- Unit 1: The Big Ideas of Chemistry
- Unit 2: Environmental Chemistry
- Unit 3: Chemical Pathways
- Unit 4: Chemistry at Work

Assessment:

Year 11

Unit 1: School Assessed Coursework – 25%
Unit 2: School Assessed Coursework – 25%
End-of-year examination – 50%

Year 12

Unit 3: School Assessed Coursework – 20%
Unit 4: School Assessed Coursework – 20%
External End-of-year examination – 60%

Contact Teachers: Ms Cole, Mr Vanderlely

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/chemistry/chemindex.aspx>

DANCE

Aims:

This study provides the opportunity for students to explore the potential of movement to create expression through various approaches. Students develop an understanding of dance as an art form, which is based on the investigation and communication of ideas, themes and concepts.

Learning Focus:

Students create and perform their own dance works as well as studying the dance works of others through performance and analysis. Students undertake training in technical and physical skills which enables them to safely execute a diverse range of expressive body actions. Students create and perform their own dance works as well as studying the dance works of others through performance and analysis.

Unit 1: Dance Perspectives

Unit 2: Dance Work Study

Unit 3: Learnt and Solo Work

Unit 4: Solo Dance Work

Assessment:

Year 11

Units 1/2: School-assessed coursework - 25%

Unit 2: Performance Examination – 25%

End-of-year written examination – 50%

Year 12

Units 3/4: School-assessed coursework – 25%

Unit 4: External Performance Examination - 25%

External End-of-year Written Examination – 50%

Cost: \$50 per year

Contact Teacher: Ms Diab

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/dance/danceindex.aspx>

DRAMA

Aims:

This study is designed to enable students to develop an understanding of the origins, forms and purposes of performance from a diversity of cultures; to develop an understanding of the processes of developing role and character; to develop, through practice and analysis, an understanding of drama as an evolving performing art; use dramatic elements, theatrical conventions and stagecraft in creating, developing and performing dramatic works; develop and refine expressive and performance skills; and to create, perform and evaluate solo and ensemble performances.

Learning Focus:

The study of Drama focuses on the creation and performance of characters, narratives and stories. Students draw on a range of content and use role and expressive skills to create, embody and present dramatic works. They analyse the development of their performances and explore the actor–audience relationship. Students develop an understanding of dramatic elements, stagecraft and theatrical conventions appropriate to performance styles from a range of cultural contexts. They view and analyse performances by professional and other Drama practitioners.

Unit 1: Dramatic Storytelling

Unit 2: Creating Australian Drama

Unit 3: Ensemble Performance

Unit 4: Solo Performance

Assessment:

Year 11

Units 1/2: School-assessed coursework - 40%

End-of-year performance examination - 35%

End-of-year written examination - 25%

Year 12

Units 3/4: School-assessed coursework - 40%

End-of-year performance examination - 35%

External End-of-year Written examination - 25%

Contact Teacher: Ms Meggitt

Costs: Compulsory excursions will carry a cost that will be available at time of bookings

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/drama/dramaindex.aspx>

ECONOMICS

Aims:

The study of Economics aims to develop an understanding of the principles that govern decisions about the use of resources for production, the distribution of production and the impact these processes have on the wellbeing of nations, their peoples and regional and global living standards. Economics also aims to develop an awareness of the way political, ethical, environmental and social forces impact on economic decision making.

Learning Focus:

Unit 1: Economics: choices and consequences

Unit 2: Economic Change: issues and challenges

Unit 3: Economic Activity: employment and inflation

Unit 4: Economic Management: government policy and its impact

Assessment:

Year 11

Unit 3: School-assessed Coursework - 25%

Unit 4: School-assessed Coursework - 25%

End-of-year examination - 50%

Year 12

Unit 3 School-assessed Coursework - 25%

Unit 4 School-assessed Coursework - 25%

External End-of-year examination - 50%

Contact teachers: Mr Webb, Ms Stanton

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/economics/economicsindex.aspx>

FOOD TECHNOLOGY

Rationale:

VCE Food and Technology enables students to apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation. Students will be provided with the opportunities to acquire knowledge and skills to make informed choices when selecting, storing, purchasing, preparing and consuming foods that will contribute to a healthy lifestyle. Students also consider the importance of environmental issues and sustainability practices in food production, as well as the important role of technology in food product development and the way food is produced, processed, packaged and marketed. The study aims to provide a foundation for pathways to food science and technology, consumer science, home economics, child care and education, community services and aged care, the hospitality and food manufacturing industries, and nutrition and health studies.

Structure:

Unit 1: Food safety and properties of food

Safe and hygienic food handling and storage practices are studied to prevent spoilage and food poisoning.

Unit 2: Planning and preparation of food

In preparing foods students research the various methods of cookery and examine tools and equipment.

Unit 3: Food preparation, processing and food controls

Students develop an understanding of food safety in Australia. They develop a design brief and develop an understanding of key foods.

Unit 4: Food product development and emerging trends

Students produce 6-8 individual food items relating to their own design brief and examine food product development.

Assessment:

Year 11

Unit 1: School-assessed-coursework: 25%
 Unit 2: School-assessed-coursework - 25%
 Unit 2: School assessed Task - 20%
 End of year examination: 30%

Year 12

Unit 3: School-assessed-coursework - 18%
 Unit 4: School-assessed-coursework - 12%
 Unit 3 and 4: School assessed Task - 40%
 External End of year examination: 30 %

Costs:

Year 11 Units 1/2: \$140 to cover all food requirements for the year.

Year 12 Units 3/4: \$80. (Students will also be required to purchase ingredients for their individual design brief in Unit 4.)

Contact Teachers: Mrs Boykett, Ms Steain

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/foodtech/foodtechindex.aspx>

GEOGRAPHY

Aims:

Geography is a study that aims to develop an ability to see meaning in the arrangement of natural and human phenomena in space and understand the interrelationships between people, places and environments. It also aims to develop the geographical skills needed to apply spatial perspectives, describe and interpret patterns on the surface of the Earth and explain the processes that created them.

Learning Focus:

Geography is the study of where geographical features are located and why they are there, and what makes one place different from another, and how and why these differences matter. It looks at the interaction between human activities and natural processes, and develops understanding of the distribution of human and natural phenomena on or near the surface of the Earth from a spatial perspective. Geography addresses the following questions: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? Should it be like this? What will it be like in the future?

Unit 1: Natural environments

Unit 2: Human environments

Unit 3: Regional resources

Unit 4: Global perspectives

Assessment:

Year 11

Unit 1: School-assessed Coursework – 25%

Unit 2: School-assessed Coursework – 25%

End-of-year examination – 50%

Cost: \$70 per year

Year 12

Unit 3: School-assessed Coursework – 25%

Unit 3: School-assessed Coursework – 25%

External End-of-year examination – 50%

Contact Teachers: Mr Lal, Ms Carpenter

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/geography/geogindex.aspx>

HEALTH AND HUMAN DEVELOPMENT

Aims:

This study enables students to understand the current ideologies of health and human development in contemporary society. It also develops the skills needed to critically evaluate the health and development of the individual across the lifespan in the context of both Australia's and global health and human development.

Learning Focus:

Unit 1: The health and development of Australia's youth

Unit 2: Individual human development and health issues

Unit 3: Australia's health

Unit 4: Global health and human development

Assessment:

Year 11

Unit 1: School- assessed Coursework – 25%

Unit 1: School- assessed Coursework – 25%

End-of-year examination – 50%

Year 12

Unit 3: School- assessed Coursework- 25%

Unit 3: School- assessed Coursework- 25%

External End-of-year examination – 50%

Contact Teachers: Mrs Boykett, Ms Kennedy, Ms Olsen, Ms Steain

VCAA website:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/healthnhuman/healthumindex.aspx>

HISTORY

Aims:

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyse visual, oral and written records. The study of history draws links between the social/political institutions and language of contemporary society and its history. It sets accounts of the past within the framework of values and interests of that time.

Learning Focus:

Unit 1: Twentieth Century History (1900-1945)

Unit 2: Twentieth Century History (since 1945)

History of Revolutions (Year 12):

Unit 3: The French and Russian Revolutions

Unit 4: The Russian Revolution

ASSESSMENT:

Year 11

Unit 1: School-assessed Coursework – 25%

Unit 2: School-assessed coursework - 25%

End-of-year examination - 50%

Year 12

Unit 3: School- assessed Coursework- 25%

Unit 4: School assessed coursework - 25%

External End-of-year examination - 50%

Contact Teachers: Mr Lal, Mr Pyrcz, Ms Carpenter

VCAA website:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/history/revolutions/revolutionindex.aspx>

INFORMATION TECHNOLOGY

Aims:

The study encompasses information systems and how people interact with information technology. Students learn the theoretical foundations of computation and techniques for writing programs. It also focuses on how the needs of individuals, organisations, communities and society are met through the combination of ICT and meaningful information. Students will be able to extend their understanding and their use of data processing and the management of information and information systems. Not only does ICT provide the capacity to change how tasks and activities are undertaken, but it also creates new opportunities in work, education, entertainment and society.

Learning Focus:

Unit 1: IT in action

This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives.

Unit 2: IT pathways

This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users' needs.

In Unit 3 and 4 students can choose between IT Applications or Software Development

Units 3 and 4: IT applications

The focus of Unit 3 is the World Wide Web and how it supports the information needs of individuals, communities and organisations. In unit 4 students focus on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information.

or

Units 3 and 4: Software development

Unit 3 focuses on programming as a strategy for solving problems for specific users in a networked environment. Students develop knowledge and skills in the use of a programming language. Unit 4 focuses on how the information needs of individuals, organisations and society are and can be met through the creation of purpose-designed solutions in a networked environment.

Assessment:

Year 11

Unit 1: School-assessed coursework - 25%

Unit 2: School-assessed coursework – 25%

End-of-year examination – 50%

Contact Teacher: Ms Snowden

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/infotech/infotechindex.aspx>

Year 12

Unit 3: School-assessed coursework – 25%

Unit 4: School-assessed coursework – 25%

External End-of-year examination – 50%

LEGAL STUDIES

Aims:

This study aims to provide students with an understanding of the law and the legal system of Australia. This understanding is achieved by examining how laws are made, modified and applied through mechanisms for dispute resolution and the administration of justice in civil and criminal matters. The ability to evaluate the effectiveness of society's legal frameworks, processes and institutions develops as a consequence of gaining an understanding of how these systems work.

Learning Focus:

Unit 1: Criminal law in action

Unit 2: Issues in civil law

Unit 3: Law-making

Unit 4: Resolution and justice

Assessment:

Year 11

Unit 1: School-assessed Coursework – 25%

Unit 2: School-assessed Coursework – 25%

End-of-year examination – 50%

Year 12

Unit 3: School-assessed Coursework – 25%

Unit 4: School-assessed Coursework – 25%

External End-of-year examination – 50%

Contact Teachers: Mr Lal, Ms.Demirova, Ms.Tsambras

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/legalstudies/legalindex.aspx>

LITERATURE

Aims:

Literature is a study that extends and deepens the experience of reading and discussing significant texts in a range of forms: novels, short stories, plays, poetry, films and other types of creative writing. The Literature studied is chosen from a variety of periods, places and genres. The aim at Year 11 and Year 12 is to develop student's interest in and enjoyment of Literature through close attention to detail and the exploration of the meaning those details suggest. This study provides students with opportunities to develop their thinking about human nature, social reality and individual experience. It also supports the language development needed for more advanced writing skills in expository and creative modes. In terms of personal development, the study of Literature enables students to become more proficient thinkers and communicators, and these competencies are of significant value in the workforce and in future academic studies. Students are strongly advised, that they need to show a very good result for Year 10 English, if they choose Year 11 Literature.

Assessment:

Year 11

Unit 1: School-assessed Coursework– 25%

Unit 2: 2 School-assessed Coursework – 25%

End of year examination - 50%

Year 12

Unit 3: School-assessed Coursework – 25%

Unit 4: School-assessed Coursework –25%

External End-of-year examination 50%

Contact Teachers: Mr Angos, (Year 11) Mr Hollingworth (Year 12).

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/literature/literatureindex.aspx>

MATHEMATICS COURSES

FOUNDATION MATHEMATICS – Year 11

Aims:

Foundation Mathematics enables Year 11 students to consolidate and continue their mathematical development. This study is useful for students who need mathematical skills to support their other VCE subjects, including VET studies, but do not need or intend to continue with Mathematics in Year 12.

Learning Focus:

Foundation Mathematics emphasises the use of mathematics in practical, every day and work-related situations. Students learn to use appropriate technology in all areas of their study. The areas of study for these units are Space and Shape, Patterns in Number, Handling Data and Measurement and Design.

Assessment: Based on School-assessed Coursework (SAC) and class tests.

VCAA website:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/foundation/foundmathindex.aspx>

GENERAL MATHEMATICS (Further) – Year 11

Aims:

This Year 11 study enables students to develop an understanding of and skill in applying the mathematical concepts and processes that form the foundation for continuing with this stream of Mathematics in to Year 12 Further Mathematics. The Mathematical content and teaching approaches in this study provide access to mathematical learning for a wide range of abilities and needs.

Learning Focus:

This study emphasises calculating and computing, abstracting, proving, applying, investigating, modelling, and problem posing and solving. The areas of study are: Statistics and Probability, Arithmetic, Functions and Graphs, Algebra, Geometry, and Trigonometry.

Assessment:

Unit 1: School-assessed coursework: 20%	Unit 2: School-assessed coursework: 20%
End-of-year Multiple Choice examination: 30%	External End-of-year Analysis examination: 30%

VCAA website:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/general/genmathindex.aspx>

FURTHER MATHEMATICS – Year 12

Aims:

Further Mathematics enables to students at Year 12 level to build on the Mathematical learning they have achieved in Year 11 General Mathematics (GF) and/or Year 11 Mathematical Methods Units 1 and 2. The Mathematics studied in this course would only be accessible to students who have satisfied the requirements of Year 11 General Mathematics (GF) **or** Mathematical Methods Units 1 and 2. **For this reason a pass in Year 11 General Mathematics (GF) or Mathematical Methods is a pre-requisite for enrolment in Year 12 Further Mathematics.**

Learning Focus:

Data Analysis is a compulsory area of study. The understanding of Data Analysis is applied in a selection of three modules from the following five modules: Number Patterns and Applications; Geometry and Trigonometry; Graphs and Relations; Business Related Mathematics.

Assessment:

Unit 3: School-assessed coursework: 20%	External End-of-year examinations: 66%
Unit 4: School-assessed coursework: 14%	

VCAA website:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/further/furthermathindex.aspx>

MATHEMATICAL METHODS (CAS) – Year 11

Aims:

These Units are designed in particular as preparation for Year 12 Mathematical Methods (CAS) Units 3 and 4 for students with strong Mathematical ability. This study provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment.

Learning Focus:

The areas of study are Functions and Graphs, Algebra, Calculus and Probability. Students will be expected to: apply knowledge and skills, model, investigate and solve problems and use technology.

Assessment:

Unit 1: School-assessed coursework – 20%

Unit 2: School-assessed coursework – 20%

End-of-year examination 1(Technology Free) – 20%

End-of-year examination 2 (Technology) – 40%

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/cas/casindex.aspx>

MATHEMATICAL METHODS (CAS) – Year 12

Aims:

This study enables students to build on and extend the Mathematical understanding and skills developed in Mathematical Methods Units 1 and 2. This development of their Mathematical knowledge provides a sound basis for continuing with Mathematical studies at post-secondary levels of education and vocational training. Deepening students' interest in Mathematics and developing their confidence in their Mathematical ability are central to the aims of this study. The Mathematics studied in this course would only be accessible to students who have satisfied the requirements of Year 11 Mathematical Methods Units 1 and 2. **For this reason a sound pass in Year 11 Mathematical Methods is a pre-requisite for enrolment in Year 12 Mathematical Methods.**

Learning Focus:

Mathematical Methods (CAS) is designed for students to study on its own or in conjunction with Specialist Mathematics Units 3 and 4, and sometimes in conjunction with Further Mathematics. Mathematical Methods (CAS) Units 3 and 4 comprises the following areas of study: Functions and Graphs, Algebra, Calculus and Probability, which must be covered in a progression from Unit 3 to Unit 4.

Assessment:

Unit 3: School-assessed coursework – 20%

Unit 4: School-assessed coursework - 14%

External End-of-year examination 1(Technology Free) - 22%

External End-of-year examination 2 (Technology Assisted) – 44%

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/cas/casindex.aspx>

GENERAL MATHEMATICS (GM) – Year 11 Specialist Mathematics

Aims:

General Mathematics (GM) is designed for capable and highly motivated Mathematics students. This course must be studied in conjunction with Mathematical Methods (CAS) Units 1 and 2. Together, General Mathematics (GM) and Mathematical Methods (CAS) prepare students for the double Maths stream (Specialist Mathematics and Mathematical Methods) at Year 12. This study also provides an excellent foundation for students wishing to study Mathematical Methods (CAS) at Year 12 on its own. The Mathematics studied in this course would only be accessible to students of high ability who have satisfied the requirements of Year 10 Core A Mathematics to a high standard.

Learning Focus:

The areas of study are: Complex Numbers, Arithmetic, Functions and Graphs, Algebra, Geometry, Vectors, Trigonometry and Kinematics.

Assessment:

Unit 1: School-assessed coursework – 20%

Unit 2: School-assessed coursework – 20%

End-of-year examination 1 (Technology Free) – 20%

End-of- examination 2 (Technology Assisted) - 40%

VCAA website:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/general/genmathindex.aspx>

SPECIALIST MATHEMATICS - Year 12

Aims:

This study enables students to build on and extend the very challenging Mathematical understanding and skills developed in General Mathematics (GM) and Mathematical Methods in Year 11. The content and design of the course addresses the needs of highly motivated and able students of Maths who will want to achieve deeper understanding of Year 12 Mathematical Methods and acquire concepts and problem solving processes that will assist them in the study of Year 12 Physics. It is also an aim of this double Mathematics stream to ensure that students undertaking it will be equipped with both the essential knowledge and the pre-requisites they will need to go on with tertiary studies for a number of engineering and mathematics courses. The Mathematics studied in this course would only be accessible to students who have satisfied the requirements of Year 11 Mathematical Methods and General Mathematics (GM) to very high standards. **For this reason an excellent result in both Year 11 Mathematical Methods and General Mathematics (GM) are pre-requisites for enrolment in Year 12 Specialist Mathematics.**

Learning Focus:

Year 12 Specialist Mathematics comprises the following areas of study: Coordinate Geometry, Circular (trigonometric) Functions, Algebra, Calculus, Vectors in two and three dimensions and Mechanics.

Assessment:

Unit 3: School-assessed coursework – 14%

Unit 4: School-assessed coursework – 20%

External End-of-year examination 1 (Technology Free) – 22%

External End-of-year examination 2 (Technology Assisted) – 44%

VCAA website:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/specialist/specialmathindex.aspx>

MEDIA STUDIES

Aims:

VCE Media students examine media products as the expression of creative ideas, specific symbolic languages and discourses of society and culture that shape meaning and reflect the society in which they were created. This study explores a variety of media forms, including audio, audiovisual media, print-based media, digital and interactive media technologies and convergent media processes. Students examine and analyse the relationships between audiences and the media; this analysis is undertaken through a theoretical and practical study that places the student in the role of a media creator.

Learning Focus:

VCE Media provides students with the opportunity to analyse media products and concepts in an informed and critical way. Students consider media texts, technologies and processes from various perspectives, including an analysis of structure and features. They examine industry production and distribution context, audience reception and the media's contribution to and impact on society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products.

Assessment:

Year 11

Unit 1: 3 Learning Outcomes – 25%

Unit 2: 3 Learning Outcomes – 25%

End of year examination - 50%

Year 12

Unit 3 School-assessed coursework - 6%

Unit 4 School-assessed coursework - 12%

School-assessed Task - 37%

External End-of-year examination - 45%

Cost: \$60 per year

Contact teachers: Ms Carzino, Ms McKean

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/media/mediaindex.aspx>

OUTDOOR ENVIRONMENTAL STUDIES

Aims:

- To enable students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.
- To provide students with the skills and knowledge to safely participate in activities in outdoor environments, whilst respecting and valuing these diverse environments.
- To blend direct practical experience of outdoor environments with more theoretical ways of learning about human relationships with nature.
- To undertake activities like bushwalking, cross-country and downhill skiing, snowboarding, surfing, kayaking, rock climbing, mountain bike riding and camping.

Learning Focus:

Unit 1: Exploring outdoor environments

Unit 2: Discovering outdoor environments

Unit 3: Relationships with outdoor environments

Unit 4: Sustainable outdoor relationships

Assessment:

Year 11

Unit 1: School-assessed coursework - 25%

Unit 2: School-assessed coursework – 25%

End-of-year examination – 50%

Year 12

Unit 3: School-assessed coursework - 25%

Unit 4: School-assessed coursework - 25%

External End-of-year examination – 50%

Entry Restrictions:

Due to the high supervision requirements of this subject each class will have a maximum enrolment of 16 students.

Costs:

Year 11 Units 1/2 High Cost for Materials and Service: \$550 per year

Year 12 Units 3/4 High Cost for Materials and Service: \$600 per year

Acceptance into Outdoor Education will require payment of the course levy which covers the cost of transport, venues, staffing, external instructors and equipment hire.

The levy must be paid, or a payment plan put in place, before the unit commences.

Contact Teachers: Ms Gray

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/outdoor/outdoorindex.aspx>

PHYSICAL EDUCATION

Aims:

- To examine the biological, physiological social and cultural influences on performance and participation in physical activity.
- To the integration of theoretical knowledge with practical application through participation in physical activities.
- To offer students opportunities to apply theoretical concepts and reflect critically on factors which affect all levels of performance and participation.

Learning Focus:

Unit 1: Bodies in Motion

Unit 2: Sport Coaching and Physically Active Lifestyles

Unit 3: Physiological and participatory perspectives of physical activity

Unit 4: Enhancing Physical Performance

Assessment:

Year 11

Unit 1: School-assessed coursework – 25%

Unit 2: School-assessed coursework – 25%

End-of-year examination – 50%

Year 12

Unit 3: School-assessed coursework – 25%

Unit 4: School-assessed coursework – 25%

External End-of-year examination - 50%

Contact Teachers: Ms Gray, Mr Rooney, Mr Troitsky-Pelletier

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/physicaledu/phyeduindex.aspx>

PHYSICS

Aims:

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. It encourages students to demonstrate interest in and understanding of the Universe; they engage in debates about the nature of evidence, theories and models and the value of physics in society. They can describe and use theories and models, propose and investigate hypotheses, collect data, analyse the limitations of that data, draw conclusions, make recommendations and select and use a range of appropriate technologies and mathematical techniques. Knowledge in physics is gained through complex processes. For example, theories developed as a result of studying the ways that matter interacts with matter, and the ways that light and matter mutually interact, have led to innovations in medicine, electronics, energy use, telecommunications and materials science.

Learning Focus:

Unit 1: Nuclear Physics and Electricity

Unit 2: Motion and Wave Like Properties of Light

Unit 3: Motion in one and two Dimensions and Electronics and Photonics

Unit 4: Electric Power, Interactions of Light and Matter, plus detailed study

Assessment:

Year 11

Unit 1: 3 School-assessed coursework – 60%

Unit 2: School-assessed coursework – 60%

Semester examination per Unit - 40%

Year 12

Unit 3: School-assessed coursework – 16%

Unit 4: School-assessed coursework – 24%

External End-of-year Examination - 60%

Contact Teachers: Mr Railakis, Mr Noonan, Mr Fan

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/physics/physicsindex.aspx>

PRODUCT AND DESIGN

Aims:

This study engages the 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. Students develop an understanding of the consequences of product design choices. They develop the skills necessary to critically analyse existing products and to develop their own creative solutions.

Learning Focus:

Unit 1: Product re-design and sustainability

Unit 2: Collaborative design

Unit 3: Applying the product design process

Unit 4: Product development and evaluation

Assessment:

Year 11

Unit 1: School-assessed Coursework - 12%

Unit 2: School-assessed Coursework - 8%

Units 1/2: School-assessed Task - 50 %

End-of-year examination - 30%

Year 12

Unit 3: School-assessed Coursework - 12%

Unit 4: School-assessed Coursework - 8%

Units 3 & 4: School-assessed Task - 50 %

External End-of-year examination - 30%

Cost: \$100 per year

Contact Teacher: Mr Evans

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/designtech/destechindex.aspx>

PSYCHOLOGY

Aims:

The application of research methods in psychology allows students to develop useful skills in analytical and critical thinking and in making inferences. VCE psychology is not intended as a prerequisite for tertiary studies in psychology. Rather, it provides a challenging yet accessible introduction to the science of psychology, allowing students to increase their knowledge of human behaviour.

Learning Focus:

Psychology is the systematic study of thoughts, feelings and behaviour. As a science, psychology aims to describe, explain and predict behaviour; in doing so it relies on empirical procedures rather than intuition.

Unit 1: Introduction to Psychology

Unit 2: Self and Others

Unit 3: The Conscious Self

Unit 4: Brain, Behaviour and Experiences

Assessment:

Year 11

Unit 1: 3 Learning Outcomes – 20%

Unit 2: 2 Learning Outcomes – 20%

End of year examination - 60%

Year 12

Unit 3: Three Learning Outcomes – 20%

Unit 4: Two Learning Outcomes – 20%

External End-of-year Examination - 60%

Contact Teachers: Mrs Petousis, Mr Rooney, Ms Sanfilippo

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/psychology/psychoindex.aspx>

STUDIO ARTS – Fashion and Textiles

Aims:

Studio Arts provides a framework for the establishment of effective art practices through an understanding and application of the **process of design**. It enables students to specialise in a particular art form. Students generate, explore and communicate ideas through specific art forms and develop and use specialised skills in a range of materials and techniques. The theoretical component of the subject supports students' practice through an investigation of how selected art forms have developed, an examination of artists' working methods, the roles of art spaces on local and global levels and how to analyse and 'read' art works in order to communicate. There are no prerequisites for entry to Units 1 and 2. Students must undertake Unit 3 prior to undertaking Unit 4.

Learning Focus:

Students learn how to work with concepts when developing artworks. They develop professional art practices where they utilise sources of inspiration, develop preliminary sketches and design ideas, trial materials and techniques appropriate to their chosen art forms, investigate the work of artists and designers and finally communicating to an audience through finished artworks. The four units in this study are:

Unit 1: Artistic Inspiration and Techniques

Unit 2: Design Exploration and Concepts

Unit 3: Studio Production and Professional Practice

Unit 4: Studio Production and Industry Contexts

Assessment:

Year 11

Unit 1: School-assessed coursework – 33%

Unit 2: School-assessed coursework - 33%

End-of-Year Examination - 34%

Year 12

Unit 3: School-assessed coursework - 33%

Unit 4: School-assessed coursework - 33%

External End-of-year Examination - 34%

Cost: \$60 per year

Contact Teacher: Ms Bulkeley

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/studioarts/studioindex.aspx>

SYSTEMS ENGINEERING

Aims:

VCE Systems Engineering promotes innovative thinking and problem-solving skills through the Systems Engineering Process, which takes a project-management approach. It prepares students for careers in engineering, manufacturing and design through either a university or TAFE vocational study pathways. The study provides a practical working knowledge of design, manufacturing and evaluation techniques

Learning Focus:

This VCE Study focuses on mechanical and electrotechnology engineered systems. It integrates aspects of designing, planning, fabricating, testing and evaluating in a project management process. This involves students in developing an understanding of the Systems Engineering Process and the range of factors that influence the design, planning, production, evaluation and use of a system. Diagnosing mechanical faults and failures and solving the problems they present are central to the learning focus of the Study. The impact of technology on people's lives is also explored and applied to solving the challenges associated with climate change, efficient energy use, security, health, education and transport.

Unit 1: Introduction to mechanical systems

Unit 2: Introduction to electrotechnology systems

Unit 3: Integrated systems engineering and energy

Unit 4: Systems control and new and emerging technologies

Assessment:

Year11

Unit 1: School-assessed Coursework – 10%

Unit 2: School-assessed Coursework – 10%

Units 3/4 School-assessed Task – 50%

End-of-year examination - 30%

Year12

Unit 3: School-assessed Coursework - 10%

Unit 4: School-assessed Coursework - 10%

Units3/4 School-assessed Task – 50%

External End-of-year examination – 30%

Costs: \$150 per year

Contact Teacher: Mr Marie-Jeanne

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/systemseng/systemsengindex.aspx>

VISUAL COMMUNICATION DESIGN

Aims:

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to shape the everyday quality of life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking.

Learning Focus:

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

Unit 1: Introduction to visual communication design

Unit 2: Applications of visual communication design

Unit 3: Design thinking and practice

Unit 4: Design development and presentation

Assessment:

Year 11

Unit 1: School-assessed coursework - 25%

Unit 2: School-assessed coursework - 25%

End-of-year external examination - 50%

Year 12

Unit 3 school-assessed coursework - 20%

Units 3 and 4 school-assessed task - 40%

Unit 4 school-assessed coursework - 5%

External End-of-year examination - 35%

Cost: \$60 per year

Contact Teacher: Mr Steegers

VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/visualcomm/vcommindex.aspx>

YEAR 11 ONLINE Subject Names: REGISTER YOUR CHOICES

UNIT	CODE	UNIT	CODE
Accounting 1 & 2	11AC1	Information Technology 1 & 2	11IT1
Art 1 & 2 (\$60/year)	11AR1	Legal Studies 1 & 2	11LS1
Australian and Global Politics 1 & 2	11PL1	Literature 1 & 2	11LI1
Biology 1 & 2	11BL1	Mathematical Methods 1 & 2	11MM1
Business Management 1 & 2	11BM1	Media Studies 1 & 2 (\$60/year)	11ME1
Chemistry 1 & 2	11CH1	Outdoor & Environ. Studies 1 & 2 (\$550/year)	11OE1
Dance 1 & 2 (\$50/year)	11DA1	Physical Education 1 & 2	11PE1
Drama 1 & 2 (Compulsory Excursion charges apply)	11DR1	Physics 1 & 2	11PH1
Economics 1 & 2	11EC1	Product & Design (\$100/year)	11PD1
English/ EAL 1 & 2	11EN1	Psychology 1 & 2	11PY1
Food and Technology 1 & 2 (\$140/year)	11FT1	Studio Arts 1 & 2 (\$60/year)	11SA1
Foundation Maths 1 & 2	11FM1	Systems Engineering 1 & 2 (\$150/year)	11SE1
General Maths (GF) 1 & 2 – Further Maths	11GF1	Visual Communication 1 & 2 (\$60/year)	11VC1
General Maths (GM) 1 & 2 – Specialist Maths	11GS1	VCAL 1 & 2	
Geography 1 & 2 (\$70/year)	11GE1	Subjects from outside the school	
Health & Human Development 1 & 2	11HD1	VET 1 & 2 (Complete VET Form) (Costs Apply)	
History (The Modern World) 1 & 2	11HI1	LOTE	

**USE THIS FORM TO PLAN YOUR YEAR 12 PROGRAM BEFORE USING THE
ONLINE COURSE SELECTION PROGRAM TO REGISTER YOUR CHOICES**

UNIT	CODE	UNIT	CODE
Accounting 3 & 4	11AC3	Legal Studies 3 & 4	11LS3
Art 3 & 4 (\$60/year)	11AR3	Literature 3 & 4	11LI3
Australian and Global Politics 3 & 4	11IP3	Mathematical Methods 3 & 4	11MM3
Biology 3 & 4	11BL3	Media Studies 3 & 4 (\$60/year)	11ME3
Business Management 3 & 4	11BM3	Outdoor & Environ. Studies 3 & 4 (\$600/year)	11OE3
Chemistry 3 & 4	11CH3	Physical Education 3 & 4	11PE3
Dance 3 & 4 (\$50/year)	11DA3	Physics 3 & 4	11PH3
Drama 3 & 4 (Compulsory excursion costs will apply)	11DR3	Product & Design 3 & 4 (\$100/year)	11PD3
Economics 3 & 4	11EC3	Psychology 3 & 4	11PY3
English 3 & 4	11EN3	Specialist Maths 3 & 4	11SM3
EAL 3 & 4		Studio Arts 3 & 4 (\$60/year)	11SA3
Food and Technology 3 & 4 (\$80/year: Doesn't include material costs for Design Brief)	11FT3	Systems Engineering 3 & 4 (\$150/year)	11SE3
Further Maths 3 & 4	11FM3	Visual Communication 3 & 4 (\$60/year)	11VC3
Geography 3 & 4 (\$70/year)	11GE3	VCAL 3 & 4	
Health & Human Development 3 & 4	11HD3	Subjects from outside the school	
History: Revolutions 3 & 4	11HI3	VET 3 & 4 (Complete VET Form)	
I.T. (Applications) 3 & 4	11IA3	LOTE	
I.T. Software Development 3 & 4	11IS3		