

LATER YEARS

PROSPECTUS

2010

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BELLARINE SECONDARY COLLEGE

A Message to Incoming VCE / VCAL Student.

Bellarine Secondary College offers two courses for our Later Years students. We offer VCE, which has a broad range of subjects, and VCAL, which is the alternative course for senior students. This is the eighth year that we have offered VCAL. Students doing either course also have the chance to do VET subjects. You need to choose subjects which will enable you to select a challenging and interesting course of study suited to your needs. This prospectus contains details of those courses and provides information about the selection process in which you are about to participate.

Later Years staff and the Careers Teacher will conduct an extensive information and counselling program and you can be assured that you will be given every assistance in making your choices at this important stage of your education. Take advantage of their experience and expertise when selecting your program. Far too often students who have difficulties with their subjects have not availed themselves of the opportunities of the Course Counselling Program.

This year, we will be holding formal interviews with all Year 10 and Year 11 students and their parents, about subject choices and the implications for careers and further study. You will have received a letter from the College in July about the arrangements.

The student information sessions and the interview are important steps in the selection process. We now ask that you carefully read the information contained in this booklet and do your best to be fully informed about the options open to you and the timeline for completing your selections. It is vital that you comply with this timeline. All course selections must be completed online and need to be done by the due date. Students will receive assistance with the online process.

As Later Years students are the senior members of the student population, you will be offered a number of privileges in recognition of your developing maturity. In return, you will be expected to take full advantage of the available opportunities and be positive examples to the wider school population. This includes attending all classes, wearing full school uniform and having the correct requisites for each class.

As previously mentioned, the school provides students with the opportunity to study VET subjects, as part of your VCE or VCAL. You will need to thoroughly investigate this option, as well as think about the suitability of taking an advanced pathway by completing a VCE Unit 3/4 subject whilst in Year 11.

We wish all students well in the selection process as a first step towards the successful completion of either the VCE certificate or VCAL certificate.

JAN BROWN
JULIE RYSDALE
VCE Co-ordinators

MARY LONG
VCAL Co-ordinator

PETER CUMMINS
VET Co-ordinator

GLOSSARY

ISS	• Industry Specific Strand.
Satisfactory:	• Learning Outcomes are assessed as either: Satisfactory (S) or Non-Satisfactory (N)
Completion:	• Each Unit must be completed satisfactorily for a student to gain an “S” for the overall result for that Unit.
Semester:	• Half Year
Sequence:	• 2 units at level 3 and 4 from the same Study Design (e.g. Australian History 3 and 4).
TAFE:	• Technical and Further Education.
Unit:	• A self-contained study of a semester’s length.
Units 1 & 2:	• Level of difficulty usually associated with Year 11.
Units 3 & 4:	• Level of difficulty usually associated with Year 12.
V.C.A.A:	• Victorian Curriculum and Assessment Authority - the body that runs the VCE/VCAL/VET/SBA
V.C.A.L:	• Victorian Certificate of Applied Learning.
V.C.E:	• Victorian Certificate of Education.
V.E.T. in Schools:	• Vocational Education and Training.
F.E.	• Further Education

VCE

To meet the graduation requirements of the VCE, each continuing student must satisfactorily complete at least 16 units. A unit lasts for half a year.

These units must include:

- 3 units from the English group (English 3, 4; English Literature units 3, 4; or English Units 1, 2).

and • 3 sequences of units 3 and 4 studies other than English or English Literature.

NOTE:

- Students enrol in 12 units (or 6 subjects) in their first full year of VCE.
- Students enrol in 10 units (or 5 subjects) in their second full year of VCE.
- Students undertaking VET subjects should note that the VCAA requires completion of the total number of hours of course work before a student can access a 3 - 4 sequence, where one exists.

YEAR 11 (UNIT 1/2) STUDENTS

- select English: units 1 and 2
- select 10 other units

YEAR 12 (UNIT 3/4) STUDENTS

- select English or English Literature units 3 and 4
- select 8 other units

VCAL PROGRAM

What must a student do to receive a VCAL qualification?

A student is awarded a Certificate when they gain credits for 10 units. A credit is gained for successful completion of a unit of study. A unit of study can be:

- 1 VCAL unit
- 1 VCE unit
- approximately 100 hours for VET modules/units of competence and/or Further Education (FE) modules

What is the minimum requirement for a student's learning program?

A student's VCAL learning program must include:

- a minimum of two VCAL units
- at least one literacy unit completed at the certificate award level. eg to be awarded a VCAL Certificate at Intermediate level, the student must complete one literacy unit at Intermediate level
- at least one numeracy unit
- at least one unit from the Industry Specific Skills strand. At Intermediate and Senior levels this must include a unit of study from a VET qualification
- at least one unit from the Work Related Skills strand
- at least one unit from the Personal Development Skills strand
- at least six credits at the certificate award level or above, of which one must be literacy and one VCAL Personal Development Skills unit.

OTHER VCE/VCAL RELATED COURSES

1. VOCATIONAL EDUCATION AND TRAINING (V.E.T.) COURSES:

This year we will again be offering a number of V.E.T. courses. These include:

- Applied Fashion Design & Technology
- Automotive Technology (Mechanical)
- Automotive Technology (Paint & Panel)
- Beauty Therapy – upon completion of Makeup Services
- Building and Construction (Carpentry) – towards pre apprenticeship
- Building and Construction (Bricklaying) – towards pre apprenticeship
- Business
- Community Services (Children’s Services)
- Dance
- Electrotechnology – towards pre apprenticeship
- Engineering Studies
- Equine Industry
- Furnishing – pre apprenticeship in Cabinet Making
- Hairdressing
- Hospitality (Operations) – Commercial Cookery
- Information Technology
- Makeup Services – pre Beauty Therapy
- Multimedia
- Music (Performance)
- Music Industry (Technical Production)
- Plumbing – towards pre apprenticeship

A VET course is a combination of VCE/VCAL studies and vocational training. The vocational component may be delivered at school or at an external training provider. If satisfactorily completed such a course offers the student a contribution to VCE/VCAL plus a TAFE certificate, which is nationally recognised. All programs listed include possible work placement during the course. For some programs this is compulsory. Work placement is generally completed during term holidays.

Advantages to students:

- They can study a vocationally oriented subject not necessarily available at school.
- They have access to a broader range of learning contexts and experts than they would if their study was confined to school.
- They gain a greater awareness of the links between school and work.
- Their self-esteem and communication skills will be enhanced.
- They gain skills which may give them an edge when entering the work force.

Disadvantages:

- Students may have to travel to Geelong for tuition.
- Some courses have training over school holidays.
- Work placement is usually in the term holidays.
- Course levies will apply to contribute towards textbooks, materials and equipment

STUDENTS WISHING TO APPLY FOR VET COURSES MUST SEE MR CUMMINS

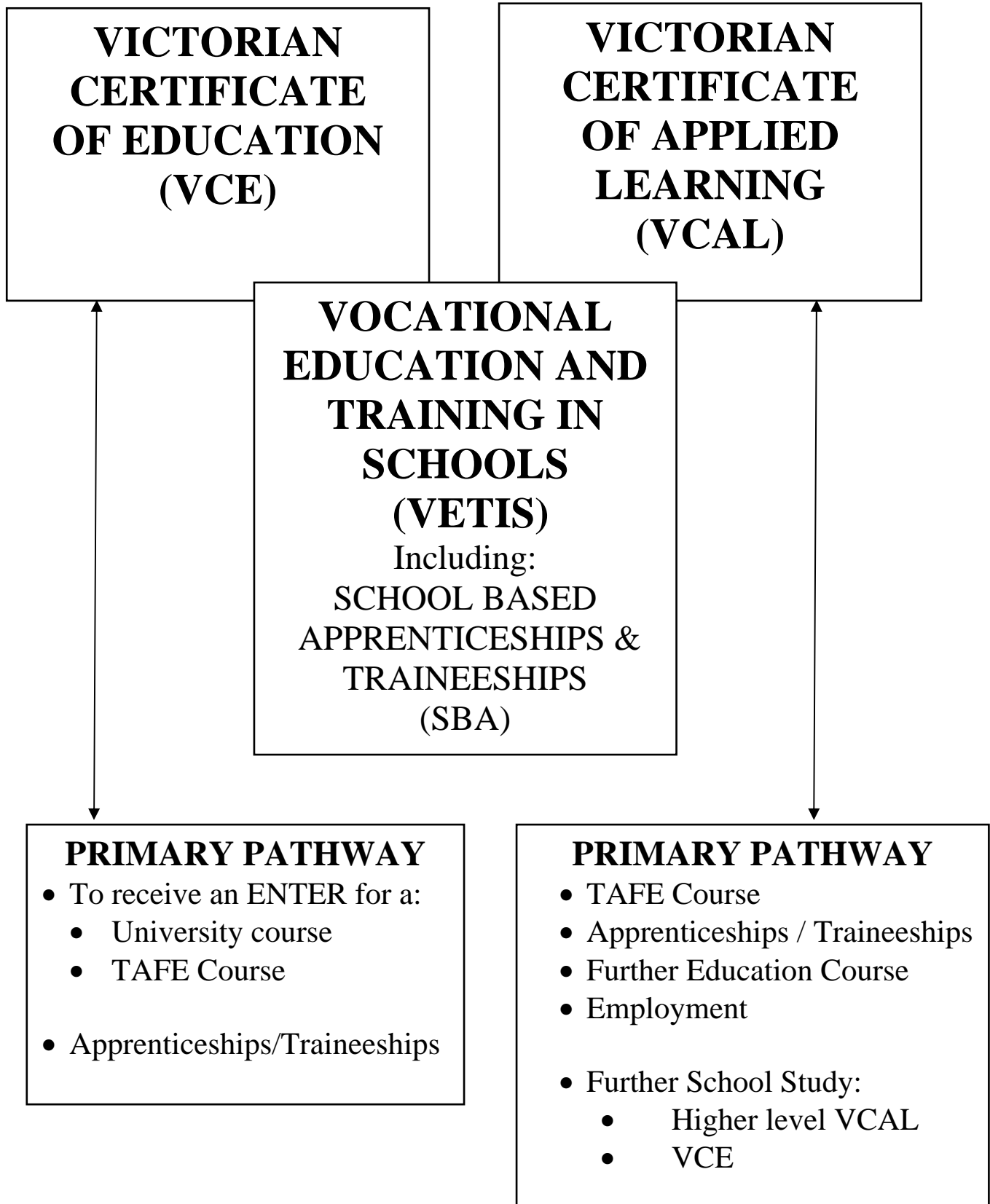
2. SCHOOL BASED APPRENTICESHIPS & TRAINEESHIPS (SBA):

These are a means of combining a traineeship in a designated trade area while completing VCAL. A wide variety of courses are on offer. Entry is open to students over 15. The apprenticeship may take up to three years to complete. Entry to the apprenticeships is normally highly competitive. Students will not be permitted to combine VCE studies with any program which requires them to miss classtime. Please see Mrs Long for further information.

3. PATHWAYS – ENHANCEMENT / EXTENSION STUDIES:

It is possible for a student studying predominantly unit 1, 2 subjects to select as one of their 6 subjects a unit 3, 4 sequence. Students must be invited to participate in this program. Please see Ms Rysdale for further details.

Later Years Certificates



LATER YEARS CERTIFICATES 2010/2011

Victorian Certificate of Education (VCE)

Award of a VCE for 2010:

- Satisfactory completion of 16 Units.
- 3 Units from the English Group, with at least one at Unit 3 or 4 level.
- 3 Sequences of Units 3 & 4 studies other than English.
- The 16 Units may include an unlimited number of Vocational Education and Training.

VTAC advises that for the calculation of the ENTER, satisfactory completion of both Units 3 & 4 of an English study is also required.

Adult students can have different requirements.

Victorian Certificate of Applied Learning (VCAL)

Award of a VCAL:

- 10 credits. Credit: one VCE or VCE/VET unit, or 100 nominal hours of VET or FE.
- A minimum of 2 VCAL Units.
- At least 1 credit from each of 4 compulsory curriculum strands.
- At least 1 credit each of Literacy & Numeracy.
- 5 Credits at least must be at the certificate Award level, including 1 Literacy and 1 VCAL Personal Development Skill.
- Include VET in the ISS Strand for Intermediate and Senior Levels.

Three Levels

Foundation; Intermediate; Senior

Primary Pathways from VCE

- To receive an ENTER for a:
 - University Course.
 - TAFE Certificate or Diploma.
- Apprenticeships or traineeships.

Primary Pathways from VCAL

- TAFE Certificate or Diploma.
- Apprenticeships or Traineeships.
- Employment.
- Further School Study: VCE, Higher Level VCAL etc.

- VCE Units
- VCE VET Units
- Other accredited VET Programs
- Automatic credit for VCAL
- Block Credit for VCE
- School Based Apprenticeship & Traineeships (SBA)

- VCAL Units: Literacy, Numeracy, Work related Skills, Personal Development Skills.
- Further Education Certificates E.g.:
 - Certificate in General Education for Adults.
 - Certificate 1 in Work Education

VCE UNITS OFFERED

<i>DISCIPLINE BASED AREA</i>	<i>SUBJECT</i>	<i>UNITS OFFERED IN 2010</i>
Arts	Art	1,2,3,4
	Drama	1,2,3,4
	Media Studies	1,2,3,4
	Studio Arts	1,2,3,4
	Visual Communication and Design	1,2,3,4
English	English	1,2,3,4
	English Literature	1,2,3,4
Health and Physical Education	Physical Education	1,2,3,4
	Outdoor & Environmental Studies*	1,2,3,4
	Health and Human Development	1,2,3,4
Languages Other Than English (LOTE)	French	1,2,3,4
	Indonesian*	1,2,3,4
Humanities	Accounting	1,2,3,4
	Australian History	3,4
	Business Management	1,2,3,4
	Geography	1,2,3,4
	Legal Studies	1,2,3,4
	Twentieth Century History	1,2

VCE UNITS OFFERED – continued

<i>DISCIPLINE BASED AREA</i>	<i>SUBJECT</i>	<i>UNITS OFFERED IN 2010</i>
Mathematics	Foundation Mathematics	1,2
	Further Mathematics	3,4
	General Mathematics	1,2
	General Mathematics (Algebraic)	1,2
	Mathematical Methods CAS	1,2
	Mathematical Methods CAS	3,4
	Specialist Mathematics	3,4
Science	Biology	1,2,3,4
	Chemistry	1,2,3,4
	Environmental Science	1,2,3,4
	Physics	1,2,3,4
	Psychology	1,2,3,4
Technology	Agriculture & Horticulture*	1,2,3,4
	Design & Technology: -	
	(A) Surfboards *	1,2
	(B) Textiles	1,2
	(C) Woodwork*	1,2,3,4
	Food and Technology*	1,2,3,4
	Information Technology*	1,2
	I.T Applications	3,4
	Software Development	3,4
Systems Engineering*	1,2,3,4	

*These Units attracted a cost in 2009 over and above the College Levy but as levies are yet to be finalised for 2010 please see the levy sheets which will be distributed in Term 4. If you would like to see a copy of the 2009 Levy sheets as a guide please contact the school office on 5251 9000

Please note that there may also be levies applied to additional subjects that have not attracted a levy in the past.

UNIT DESCRIPTIONS

ARTS

ART

Unit 1: Developing Ideas and Skills / Art and Society

Students are encouraged to explore ideas and trial visual solutions developing technical skills and aesthetic awareness in response to set tasks. The unit requires students to identify and discuss relationships between art and society with reference to selected artworks.

Unit 2: Exploring Ideas and Issues / Art and the Individual

This unit explores visual responses to ideas and issues of personal interest as student's trial materials, processes and working methods. The areas of interest selected by the student become the unit task. The development of artistic identity is encouraged. Students are required to identify and discuss different expressions of artistic identity and innovation with reference to selected artworks.

Unit 3: Investigation and Interpretation / Interpreting Art

Students undertake a broad and innovative investigation, trialling materials and techniques through inter media and / or cross media explorations to communicate ideas, directions and individual concepts. The unit also requires students to interpret the formal qualities of artwork together with their content and the messages which they convey.

Unit 4: Realization and Resolution / Discussing and Debating Art

Students create a body of artwork that communicates concepts and ideas with technical skill and awareness of aesthetic qualities. The unit also requires students to apply interpretive frameworks in the analysis of selected artworks so as to develop personal points of view about the meaning of artworks.

DRAMA

Unit 1: Dramatic Storytelling

This unit focuses on the art of transforming into imagined characters, examining the place of role and status in characterisation, and using performance structures such as solo or ensemble performance. The origins of performance from a range of cultures and their significance in a variety of social, political and historical contexts are examined. This unit also involves analysis of student performances and of professional performance work.

Unit 2: Creating Australian Drama

This unit focuses on the differing perspectives and interpretations that drama can give to play scripts and stimulus material selected from range of cultures. The application of dramatic elements and stagecraft and the development of expressive skills to create and communicate dramatic form will be explored in the student's own work and in a professional performance work.

Unit 3: Ensemble Performance

This unit focuses on non-naturalistic drama from a diverse range of traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the development of ensemble performance. The processes involved in the development and realisation of the ensemble performance are developed and evaluated. A non-naturalistic work selected from the prescribed VCAA play list will also be analysed.

Unit 4: Solo performance

This unit focuses on the use of performance styles, theatrical conventions and stimulus materials from a variety of cultural sources in the development of a solo performance. The processes involved in the development of solo work are also analysed and evaluated. Students will select one solo performance from a list published annually in the VCAA Bulletin.

MEDIA

Unit 1: The purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms.

The unit involves the study of the implications of media technology for the individual and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, and the creative and cultural implications of new media technologies.

Unit 2: This unit will enable students to develop their understanding of the specialist production stages and roles within the collaborative organisation of media production.

Students develop practical skills by undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stage and roles in the media production process.

Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

Media course is 50% written work.

Unit 3: The purpose of this unit is to enable students to develop an understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional film, radio or television programs. In this context students also consider how production and story elements structure narratives to engage an audience.

Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They design a media production for a specific media form with the relevant specifications presented as a written planning document with visual representations.

Unit 4: The purpose of this unit is to enable students to further develop practical skills in the production of media products and to realise a production design. Organisational and creative skills are refined and applied throughout this process.

In this unit students also analyse the ways in which media texts are shaped by social values and the influence of social values in the representations and structure of a media text. The role and influence of the media is also critically analysed in this unit.

Media course is 50% written work.

STUDIO ARTS

Unit 1: Artistic Inspiration and Techniques

This unit requires students to source ideas and inspiration and use a variety of methods to translate these into visual forms or products. Students need to discuss how artists from different times and locations interpret sources of inspiration and use materials and techniques.

Unit 2: Design Exploration and Concepts

Students are required to develop a design process methodology in order to explore sources of inspiration and produce artworks. Students are required to examine and discuss the ways in which design elements, and principles, signs, symbols and images are used in a variety of art works to communicate ideas and develop style.

Unit 3: Studio Production and Professional Practices Design Process

This area of study focuses on defining and determining the parameters and framework for an area of exploration and the development of art works through the application of a design process and the use of a work brief. The art works will be completed in Unit 4. On completion of this unit the student should be able to present a design process, which defines an area of exploration in a work brief, explore and develop the ideas described in the work brief and produce a range of potential solutions. Students should be able to research, analyse and evaluate roles and methods involved in the presentation of art works to an audience and discuss contemporary art industry issues. On completion of this unit students should be able to examine and discuss traditional and contemporary working practices in relation to a particular art form(s) and the ways in which artists interpret artistic influences, cultural contexts and ideas in developing distinctive styles and approaches to subject matter.

Unit 4: Studio Production and Industry Contexts

Studio Production

This area of study focuses on the production of a cohesive folio of art works, which has developed from a design process and which resolves the aims and intentions set out in the work brief formulated in Unit 3. Students should be able to produce a cohesive folio of finished art works which has developed from a design process and which resolves the aims and intentions set out in the work brief formulated in Unit 3. On completion of this unit the students should be able to research, analyse and evaluate roles and methods involved in the presentation of art works to an audience and discuss contemporary art industry issues.

VISUAL COMMUNICATION AND DESIGN

Unit 1: Visual Representation

This unit uses instrumental and freehand drawing skills to explore a variety of graphic presentations. Students will be introduced to the visual communication product process. It includes technical drawing systems such as: isometric, planometric, orthogonal, and computer aided graphics. Freehand drawing techniques involve a range of media, tone, colour and proportion. Students will produce two folio pieces involving drawing, a written report explaining the visual communication production process.

Unit 2: Communication in Context

This unit enables students to develop skills by generating images and further developing them through freehand and instrumental drawing. It includes consideration for the purposes and the intended audience for a piece of visual communication and the circumstances under which it is produced. Students will produce a practical folio answering to a specific purpose. Students will analyse the work of graphic designers, explaining context and influences.

Unit 3: Visual Communication Practices

This unit enables students to apply the visual communication production process to answer a specific communication need. Students will also investigate the production of visual communications in a professional setting e.g. architect, graphic designer, graphic artist etc. Students will analyse and evaluate examples of visual communication. Students will produce a folio of practical work, a written project on a profession involved in visual communication and a written analysis of visual communications.

Unit 4: Designing to a Design Brief

This unit examines the design process in product, environment, and information and communication design. It includes further development of skills in graphic means of communication. Students are required to prepare a design brief based on an actual need and negotiated with a client. Based on the design brief the student will produce a folio of visual communication.

ENGLISH

ENGLISH

Units 1, 2, 3 & 4

These units involve students extending their language skills through developing the capacity to speak and write effectively for a range of purposes and audiences.

Students will:

- develop and justify a detailed interpretation of selected texts
- draw on ideas suggested by a chosen Context to create written texts for a specified audience and purpose
- present complex ideas and information to an audience through prepared oral presentations
- discuss and respond in detail to issues dealt with in current media texts.

Entry

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

Assessment

Unit 3 and 4

School-assessed coursework and examinations.

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

LITERATURE

Unit 1 & 2:

Unit 1 focuses on modern literature and Unit 2 works from different periods prior to 1950.

Students are required to:

- keep a reading journal
- present an oral or written review of a text selected from their personal reading
- complete a critical commentary on a film, television or radio text
- prepare a folio of finished responses both creative and analytical to texts studied
- explore an area of literature in depth.

Unit 3 & 4:

Unit 3 & 4 explores the use of language in various kinds of texts and the ways in which readers respond to and interpret them. It considers the ideas and beliefs that texts represent, and the values and views of life expressed through texts. It also examines how literature may reflect or comment on social, historical and cultural contexts.

Students are required to:

- keep a reading journal
- explore the demands of producing a text for performance
- compare different responses to texts studied
- analyse a review of a text
- examine the ways in which a text reflects or comments on particular values in society
- prepare a creative response to a text

HEALTH AND PHYSICAL EDUCATION

HEALTH AND HUMAN DEVELOPMENT

The study is made up of four units:

- 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

Throughout the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities.

Unit 1

This unit focuses on the health and individual human development of Australia’s youth. Students will identify and research issues that impact on the health and individual human development of Australia’s youth. They will investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

Unit 2

In this unit students develop an understanding of the health and individual human development of Australia’s children and Adults. Students study the life span from conception to death. They explore the physical development that occurs from conception to late adulthood, as well as the social, emotional and intellectual changes that occur from birth to old age.

Students investigate how biological and behavioural factors, physical environments and social environments, including the family and community, influence health and development.

Unit 3

In this unit students develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students use key health measures to compare health in Australia with other developed countries, and analyse how biological, behavioural and social determinants of health contribute to variations in health status.

Students will also examine different models of health and health promotion. They investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives. Students examine the role of government and non-government organisations in providing programs and support for the promotion of healthy eating.

Unit 4

In this unit students explore global health, human development and sustainability and their interdependencies. They identify similarities and differences in the health status between people living in developing countries and Australians, and analyse reasons for the differences. The role of the United Nations Millennium Development Goals is investigated in relation to achieving sustainable improvements in health status and human development.

Students explore the role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development. Students consider strategies designed to promote health and sustainable human development globally, as well as Australia’s contribution to international health programs through AusAid and contributions to non-government organisations.

OUTDOOR AND ENVIRONMENTAL STUDIES

Unit 1: Understanding Outdoor Experiences

This unit examines the ways in which humans understand and relate to nature through experiences of natural environments. The unit focuses on human – nature relationships, different understandings of nature and different types of outdoor environments. It also develops an understanding of nature through practical experiences and investigation of particular outdoor environments. **Activities undertaken in this semester include snorkelling, canoeing and an overnight camp. Cost for 2009 - \$160.00 per semester.**

Unit 2: Environmental Impacts

This unit focuses on characteristics of natural environments, human impacts on natural environments and how changes to nature affect people. It includes analyses of historical and contemporary human-related

impacts on natural environments at local, regional and state levels. It includes historical and contemporary conceptions of nature and human interactions with nature, including nature's impact on humans. **Activities undertaken in this semester include rock climbing, sailing, bushwalking and an overnight camp. Cost for 2009 - \$160.00 per semester.**

Unit 3: Relationships with Natural Environments

This unit considers the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. It examines the impact of those relationships on the outdoor environment. Students should experience one or more outdoor environments that have characteristics of natural environments and evidence of human intervention. The experiences provide the basis for comparison and opportunities to develop knowledge and skills in classroom and practical settings. **Activities undertaken in this semester include windsurfing, mountain bike riding, surfing and an overnight camp.**

Unit 4: The future of Human-Nature Interactions

This unit focuses on the sustainable use and management of natural environments. It examines the contemporary state of environments in Australia, considers the importance of the maintenance of natural environments and examines the capacity of the natural environment to support the future needs of the world's population. **Activities undertaken in this semester include bike riding, rock climbing and a 4 day ski camp. Unit 3 & 4 - Cost for 2009 - \$460**

PHYSICAL EDUCATION

Unit 1: Learning and Improving Skill

This unit looks at a range of factors that influence learning and improving physical skills and the role of the coach in making this happen. Students are required to participate in physical activity classes to enhance their theoretical understanding of factors involved in learning and improving skill.

Unit 2: The Active Body

This unit introduces the students to an understanding of physical activity, including the relationships between body systems and physical activity, the place of physical activity in contributing to wellbeing in students own lives as well as the wider community.

Unit 3: Physiological and Participatory Perspectives of Physical Activity

This unit introduces students to an understanding of physical activity from a physiological perspective. In particular, the contributions of energy systems to performance in physical activity are explored as well as health benefits to be gained from participation in regular physical activity.

Unit 4: Enhancing Physical Performance

This area of study focuses on the components of fitness and assessment of fitness from a physiological perspective. Students consider the manner in which fitness can be improved by the application of appropriate training principles and methods and participation in activity data collection, fitness testing and fitness training.

LANGUAGE OTHER THAN ENGLISH – (LOTE)

French and Indonesian

Units 1 & 2

These units are designed to further develop students' language skills by developing their skills in comprehension, speaking and writing. Students will be required to: informally speak or write about personal experience; demonstrate comprehension of spoken and written texts; role-play making arrangements; write in a variety of text types.

Units 3 & 4

These units are designed to extend students' language skills by developing their skills in comprehending, speaking and writing effectively for a range of purposes and audiences in a variety of ways. Students will be required to: express ideas through writing original text; analyse and use information from spoken and written text; exchange information, opinions and experiences; respond critically to spoken and written text; undertake a detailed study. There are prescribed themes and topics for each **LOTE** (to be covered over Years 11 and 12):

French:

The Individual	The French-speaking communities	The changing world
<ul style="list-style-type: none">Personal world	<ul style="list-style-type: none">Lifestyles	<ul style="list-style-type: none">Social issues
<ul style="list-style-type: none">Education and aspirations	<ul style="list-style-type: none">Historical perspectives	<ul style="list-style-type: none">The world of work
Personal opinions and values	<ul style="list-style-type: none">Arts and entertainment	<ul style="list-style-type: none">Scientific and technological issues

Indonesian:

The Individual	The Indonesian-speaking communities	The changing world
<ul style="list-style-type: none">Personal world	<ul style="list-style-type: none">Lifestyles	<ul style="list-style-type: none">Social issues
<ul style="list-style-type: none">Education and aspirations	<ul style="list-style-type: none">Visiting Indonesia	<ul style="list-style-type: none">The world of work
Personal opinions and values	<ul style="list-style-type: none">Customs and traditions	<ul style="list-style-type: none">Australian and Indonesian relations
	<ul style="list-style-type: none">Stories from the past	

MATHEMATICS

It is best to plan a Mathematics course for 2 years of VCE. In VCE students may study up to eight mathematics units over the two years depending on their future needs. Mathematics is not compulsory in VCE.

Units offered cover a wide range of difficulty, and students are strongly advised to seek advice from their Mathematics teacher or the Mathematics DBA Leader.

Units 1 & 2: Foundation Mathematics

Foundation Mathematics is a basic level Maths course that reinforces work done in earlier years. In Foundation Mathematics there is a strong emphasis on using mathematics in situations relating to everyday life. **If you study this subject you are NOT eligible to undertake a Unit 3, 4 Mathematics. This class will only run if enough students select it.**

Units 1 & 2: General Mathematics (Standard)

The standard General Mathematics course is a direct prerequisite for Further Mathematics 3&4. Students complete examinations, assignments and analysis tasks in class. They need to have reasonable skills in algebra.

Units 1 & 2: General Mathematics (Algebraic)

This unit relates directly to Mathematical Methods and is the highly recommended background for Specialist Mathematics. Students taking this unit must also be taking Mathematical Methods 1&2, and should have good mathematical skills. This unit will be offered if there is enough student interest to run it without combining with another subject.

Unit 1 & 2: Mathematical Methods CAS

These units are designed in particular as preparation for Mathematical Methods (CAS) Units 3 and 4. Students study 'Coordinate geometry', 'Circular (trigonometric) functions', 'Calculus', 'Algebra' and 'Statistics and probability'.

Units 3 & 4: Further Mathematics

Further Mathematics consists of a compulsory area of study 'Data analysis' and then selected modules.

Students complete 2 exams in November and 4 tasks during the year. It is possible to be successful in Year 12 Further Mathematics 3 & 4 having done only Mathematical Methods in Year 11. Many students decide that Mathematical Methods is not suitable for them and successfully change their course after Year 11.

Unit 3 & 4: Mathematical Methods CAS

Students study 'Coordinate geometry', 'Circular (trigonometric) functions', 'Calculus', 'Algebra' and 'Statistics and probability'. Students complete 2 exams in November and 5 tasks during the year.

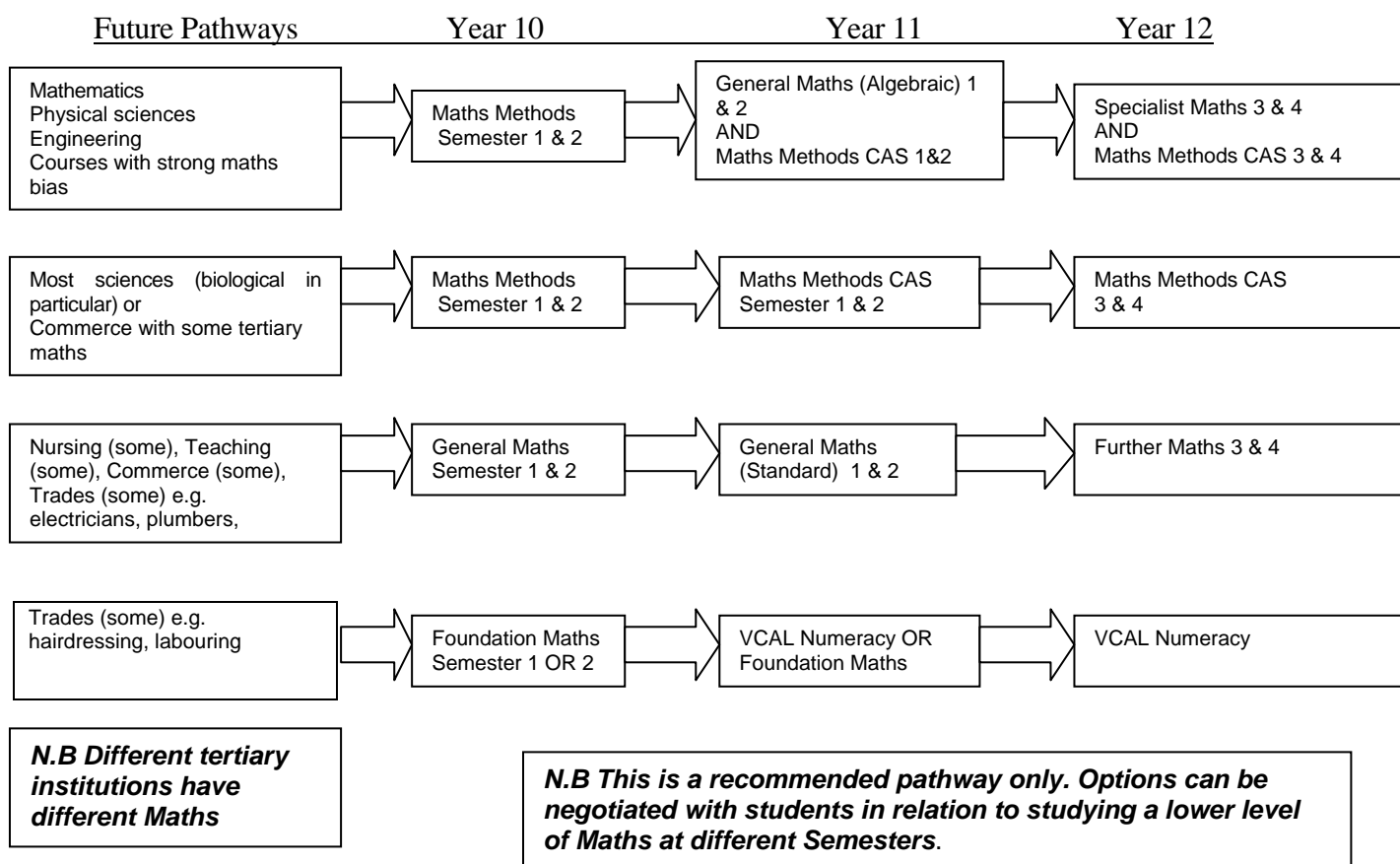
Unit 3 & 4: Specialist Mathematics

Students study: 'Coordinate geometry', 'Circular (trigonometric) functions', 'Algebra', 'Calculus', 'Vectors in two and three dimensions' and 'Mechanics'. Students must either have passed Mathematical Methods 3 & 4 previously, or be studying it in the same year to attempt this subject.

With the exception of Foundation Mathematics students, all students are required to purchase a TI Inspire CAS calculator (cost, approx \$190). Check with the Mathematics staff before purchasing a calculator.

Note:

- Students intending to study Mathematics beyond Year 12 are strongly advised to take General Mathematics (Algebraic) 1 & 2 AND Mathematical Methods 1 & 2 in Year 11, then, depending on their results, choose to complete either 2 or 4 units in Year 12.



SCIENCE

BIOLOGY

Unit 1: Functioning Organisms

This unit examines:

- The characteristics that assist plants and animals to function effectively

- The great diversity among organisms and basic biological processes common to all
- The functional and structural characteristics of organisms.

Unit 2: Organisms in Their Environments

This unit examines:

- The characteristics of living organisms and their non-living surroundings
- The classification and identification of organisms
- The complex interactions that sustain life on earth.

Unit 3: Challenge to Survival

This unit examines:

- The challenges to survival and the mechanisms that enhance survival of unicellular and multicellular organisms
- The nature of infection and disease, and their treatment
- The characteristics of pathogenic organisms.

Unit 4: Biological Continuity and Change

This unit examines:

- The mechanisms of inheritance, genes, DNA, mitosis and meiosis
- The causes of variation, both genetic and environmental
- The processes of evolution, including natural selection
- The origins and diversity of living organisms.

CHEMISTRY

In this study a set of key skills is considered essential to Chemistry.

These skills include the ability to:

- Investigate and inquire scientifically
- Apply chemical understandings
- Communicate chemical information and understanding.

Each semester unit has two areas of study.

Unit 1

- The Periodic Table
- Materials

Unit 2

- Water
- The atmosphere

Unit 3

- Chemical analysis
- Organic chemical pathways

Unit 4

- Industrial chemistry
- Supplying and using energy

ENVIRONMENTAL SCIENCE

Unit 1: The Environment

Ecosystem functioning and interactions in and between ecological components are considered.

Students are required to:

- Identify and describe the components and natural processes within the environment
- Explain the flow of energy, nutrient exchange and environmental changes in ecosystems
- Analyse one human-induced environmental change and the options for remediation.

Unit 2: Monitoring the Environment

Environmental indicator data is defined, collected and interpreted.

Students are required to:

- Explain the nature of environmental indicators for pollution.
- Report on a local example of environmental degradation or environment issue
- Analyse and use standards for environmental indicators for pollution.

Unit 3: Ecological Issues: Energy and Biodiversity

The consequences of natural and enhanced greenhouse effects and issues of biodiversity in sustaining environmental integrity are examined.

Students are required to:

- Describe the principles of energy
- Relate the contribution of fossil and a non-fossil energy sources to the enhanced greenhouse effect
- Describe the characteristics of biodiversity and evaluate strategies to reduce the effects of threatening processes.

Unit 4: Ecological Sustainability

Pollution and its relationship to human health and the health of the environment are considered.

Students are required to:

- Describe the characteristics of one pollutant and evaluate management options for reducing the risk of the pollutant affecting the health of the environment and humans
- Use the principles of ecologically sustainable development and environmental management to evaluate a selected environmental science project.

PHYSICS

Unit 1:

In this unit students study the Wave-like Properties of Light, Nuclear Radiation and Sustainable Energy Sources. Students will make and test predictions, identify variables, apply a given method for investigations, collect data, record observations and results and use appropriate materials and apparatus in the study of Physics phenomena.

Unit 2:

In this unit, students study Movement, Electricity and Aerospace Technology. Students will undertake studies in the concepts and principles associated with the way things move and will analyse and investigate the construction and design of various Physics models.

Unit 3:

This unit focuses on Motion in 1-D and 2-D, Electronics (Photonics) as well as Structures and Materials. They will undertake Extended Investigations and will identify, research, analyse evaluate and respond to a range of physics problems and concepts.

Unit 4:

This unit focuses on Light and Matter, Electric Power and Sound Properties. They will undertake Further Investigations and will continue to identify research, analyse, evaluate and respond to a range of physics problems and concepts.

PSYCHOLOGY

Unit 1:

This unit focuses on:

- General aspects of psychology as the scientific study of behaviour
- Understanding visual perception
- Development of individual behaviour, both perceptive and cognitive developments.

Unit 2:

This unit introduces:

- Social attitudes
- The study of intelligence and personality

Unit 3:

This unit develops:

- The brain and nervous system, visual perception and states of consciousness
- The role of the nervous system in understanding human behaviour, and the ways in which information is acquired, processed, stored and used.

Unit 4:

This unit develops:

- The related areas of memory and learning
- Research methods in psychology
- The areas of study of learning and memory to everyday experience.

HUMANITIES

ACCOUNTING

Unit 1: Going into Business

- Focuses on accounting and financial management of a small business
- Introduces the fundamental processes of gathering, recording and reporting of financial information
- Information and communication technologies will be introduced.

Unit 2: Operating a Business

- Focuses on the accounting and financial operations of a sole proprietor trading business
- Accrual approach for recording and reporting including credit transactions
- Tools of analysis and interpretation used to evaluate performance.

Unit 3: Double-entry for Trading Business

- Focuses on accounting and financial issues of a trading business
- Double entry system introduced
- Information and communications technologies used to record and prepare information.

Unit 4: Planning, Control and Decision Making

- Focuses on accounting information for management
- Financial and key performance indicators are used to evaluate the business in order to assist with the decision making process.

BUSINESS MANAGEMENT

Unit 1 & 2: The focus is on Small Business

Topics covered include:

- Marketing
- Law and small business
- Public relations
- Types of business ownership

- Accounting for small business
- Location
- Management of staff
- Business and product life cycles
- Business plans
- Finance
- IT in small business
- Legal responsibilities of selling products

Unit 3 & 4: The focus is on Large Scale Organisations

Topics include:

- Human Resource Management
- Change and its impact on big business
- Business ethics/Social Responsibility
- Employee relations
- Laws and their impact upon business
- Operations Management
- Management styles and Management skills

GEOGRAPHY

This subject is designed to provide students with a better understanding of our Earth. It builds on their current knowledge and improves general practical and analytical useful in other areas. The course will involve a study of different places at a global, regional and local scale.

Unit 1: Natural Environments

This unit focuses on the characteristics of natural environments and landforms. It looks at the natural processes which shape the earth and the interaction of human activities, which cause change. Topics may include volcanoes, forests and coasts. Students will participate in a coastal field trip.

Unit 2: Human Environments

This unit focuses on the characteristics of human environments and changes in them. The course studies the changing nature of rural and urban areas, management and sustainability. Students will investigate another country and look at the development and issues in major cities. Students will participate in a fieldtrip to Melbourne.

Unit 3: Regional Resources

This unit focuses on the use and management of resources. Area of Study 1 explores an Australian water resource (The Murray-Darling Basin) with emphasis on the availability, use and sustainability of that resource. Area of Study 2 explores a resource at the local level with emphasis on the management and future use of the resource. Students will research and complete fieldwork at the selected resource.

Unit 4: Global Perspectives

This unit focuses on global phenomena and the human response to them. An examination of the factors responsible for generating the phenomenon and the ways people and organizations respond to the issue, underpin the study. Two global phenomena are examined in each Area of Study, one of which must be the study of Human Population. The other topic will be selected from climate change, deserts, fishing, refugees and HIV/AIDS.

HISTORY

Unit 1: Twentieth Century History 1900-1945

The optimism of the new century was soon to be lost in the two most devastating World Wars that humankind had ever witnessed. In this subject we look at the key reasons behind both World Wars and the link between the two...the rise of Adolf Hitler and Nazism. A significant period of time is spent investigating the Final Solution of the Jews. The unit concludes with an overview of the war in the Pacific and the use of atomic bombs on the cities of Hiroshima and Nagasaki.

Unit 2: Twentieth Century History 1945-2000

This unit focussed upon the emergence of the United States of America in the post war era and the emergence of the Cold War that dominated the world up until the collapse of the Berlin Wall in 1989. We investigate the allure of the golden age of America up until the assassination of JFK and the quagmire that was to become Vietnam. We look at the reasons as to why Communism failed in the late 1980's and how the USA endeavoured to lead the world in a 'New order' that led to the involvement in the First Gulf War in Iraq and the emergence of terrorism and America's threat.

Unit 3 and 4: Yr 12 Australian History

These units examine Australian history during times in which Australians engaged in debates about future directions in their society. Four periods of time have been chosen to study:

1. The Port Phillip District (modern day Victoria) from 1830-1860; Koori; Pastoralists; separation from NSW; and the gold rushes.
2. Nation. Race and citizen from 1888-1914: the Federation debates; Federation of 1901; establishing the new nation; and the immigration debate, including the introduction of the White Australia Policy.
3. Testing the new nation from 1914-1950; study will focus upon one of the following challenges to the nation – WW1, WW2, The Depression
4. Debating Australia's future 1960-2008; study will focus upon immigration, including the breakdown of the White Australia Policy and Vietnamese boat people.

LEGAL STUDIES

Unit 1:

An investigation of the importance of criminal law and the nature of criminal liability. Students examine the role of the police in a criminal investigation and explore the procedures of a criminal trial. Students explore the objectives of criminal sanctions, the effectiveness and fairness of the criminal justice system.

Unit 2:

The emphasis is on Civil Law. Other topics include Sport and the Law; Young Persons and the Law; legal aspects of Families and Relationships; Legal Issues and Technology eg. IVF and single women.

Unit 3:

Under the umbrella of **Law Making**, students will study the following topics:

Parliament and the citizens: the role and effectiveness of Parliament as a law making body and the ways in which change can be influenced

Constitution and the protection of rights: the role of the Commonwealth Constitution in defining law-making powers within a federal structure and its effectiveness in protecting democratic and human rights.

Role of the Courts: the reason for the interpretation of statutes by the courts and the effect of interpretation by judges, and the effectiveness of courts as a law-maker and their relationship with parliament.

Unit 4:

Under the umbrella of **Dispute Resolution** students will study the following topics:

Criminal Cases and Civil Disputes: the effectiveness of courts and tribunals for the resolution of civil disputes and the adjudication of criminal cases and of alternative dispute resolution methods.

Court processes and procedures: elements of an effective legal system, pre-trial and trial procedures, jury system and features of the adversary and inquisitorial systems of trial.

TECHNOLOGY

AGRICULTURAL AND HORTICULTURAL STUDIES

Unit 1: Agricultural and Horticultural Operations

In this unit students study the range of elements that make up agricultural and horticultural systems, how these influence the location of businesses and the scientific approach to investigating systems. In addition to this students set-up their own small agricultural or horticultural business.

Unit 2: Production

In Unit 2, students look at the nutritive and reproductive processes of plants and animals and how these relate to agricultural and horticultural systems. They continue with or start a new enterprise.

Unit 3: Technology, Innovation and Business Design

This unit incorporates three areas of study that focus on commonly used technology, new technology and business design in agriculture and horticulture.

Unit 4: Sustainable Management

In this final unit, students study concepts of sustainability and how they can apply these concepts to resource management in agricultural or horticultural businesses. They also continue with their business enterprise started in Unit 3.

DESIGN AND TECHNOLOGY

The college is currently offering students the opportunity to choose **only one** of three subjects in this area:

- **Surfboard Making** units 1, 2 only
- **Textiles** units 1,2
- **Woodwork** units 1, 2, 3, 4

This study engages students in technological tasks that call on their knowledge and understanding of materials and production processes to design and make products suitable for their intended purpose.

This study is designed to enable students to:

- Develop an understanding of design and production development
- Identify design problems and develop solutions through the design and production processes
- Acquire, extend and apply a range of practical skills related to design, safe use of tools, equipment and machines and develop an understanding of the processes used in manipulating materials.

A) SURFBOARD MAKING

Unit 1: Materials Processes and Design

This unit focuses on the distinctive properties of the unique materials used to manufacture a surfboard. It includes the safe handling of these materials and the tools, equipment and specific skills required in shaping and laminating a surfboard. Appropriate methods of developing and communicating ideas to assist in the design of surfboards are also covered in this unit.

Students are required to:

- Design spray finishes for the board
- Design their own logo
- Develop their own board shape
- Make a template for their board shape
- Use and electric planer, hand tools and other specific equipment to shape their foam blank to the specifications of their design

Unit 2: Parameters of Design

Students develop an understanding of the origins of surfboard design and the constraints and requirements involved in producing a commercial quality surfboard. They need to consider performance requirements as well as quality control.

Students are required to:

- Spray their design on the board using a spray gun and air brush
- Laminate their surfboards
- Finish coat and sand their boards
- Insert Fin Control Systems(FCS) and fins

Unit 1 & 2 Cost \$300 (Includes board, FCS, fins and leg rope. Upgrades extra at wholesale price)

B) TEXTILES

Unit 1: Materials, Processes and Design

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

Students are required to:

- Test the properties and characteristics of a variety of fabrics which could be used in their production
- Maintain a folio of research, design development and information about the materials, processes, tools and equipment required to make the product. The student will develop a work plan, keep a journal of design and production activities and evaluate the product
- Use a range of different processes, tools and equipment to make their design
- Complete an investigation / exam.

Unit 2: Parameters of Design

This unit focuses on the origins of products, the considerations and constraints that may be imposed as products are developed and the impact of these constraints on product solutions.

Students are required to:

- Look at the factors in the design that influences the choice of materials
- Research, develop designs, work plans and evaluations
- Use a range of different processes, tools and equipment to make their designs
- Complete an investigation / exam.

C) WOODWORK

Unit 1: Materials, Processes and Design

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

Students are required to:

- Undertake design activities
- Develop a design folio
- Carry out production activities by making a model of their choice
- Complete an investigation

Some of the products made at this level include beds, bookcases, tables TV / Video cabinets, blanket boxes, bars etc.

Unit 2: Parameters of Design

This unit focuses on the origins of products, the considerations and constraints that may be imposed as products are developed and the impact of these constraints on product solutions.

Students are required to:

- Undertake design activities
- Develop a design folio
- Carry out production activities by making a model of their choice; and
- Complete an investigation

Some of the products made at this level include beds, bookcases, tables, TV / Video cabinets, blanket boxes, bars, etc.

Unit 3: Product development

This unit focuses on the design and development of a product for the mass market.

Students are required to:

- Undertake design activities

- Begin developing a design folio
- Carry out production activities by starting a model of their choice
- Complete two School-assessed course works on completion of these units students should be able to:
 - 1) explain the role of a designer and how products are designed and produced to meet the needs of a client
 - 2) explain how products are designed and produced within an industrial/commercial setting.

Unit 4: Product Evaluation and Marketing

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

Students are required to:

- Complete their design folio from Unit 3
- Complete production activities of their model and an evaluation
- Complete two School-assessed course works on completion of these units students be able to:
 - 1) Explain the relationship between aesthetic appeal, function of products and user needs
 - 2) Explain the role of marketing in design and product development.

FOOD AND TECHNOLOGY

Food and Technology enables students to develop a theoretical understanding of the relationship between food and technology, and practical skills in the application of this understanding.

Unit 1: Properties of Food

In this unit students are introduced to the diverse nature of food, how to prepare it and how to store it for the best quality in terms of safety, health and aesthetics. The students also examine changes in properties of food when different preparation and processing techniques are used.

Unit 2: Planning and Preparation of Food

This unit provides students with the opportunity to investigate the best methods and tools and equipment to use for optimum results. Students research and implement solutions to a design brief and prepare food for a range of contexts, for example, resource access and cultural beliefs.

Unit 3: Food Preparation, Processing and Food Controls

This unit requires students to analyse the functions of the natural components of key foods and apply this information in the preparation of foods. They develop an understanding of food processing techniques to prevent spoilage in industrial and domestic settings. Students develop an understanding of food safety in Australia and the relevant regulations.

Unit 4: Food Development and Emerging Trends

Students examine food product development, and research and analyse factors that have contributed to produce development. Students investigate emerging trends in product development, including societal pressures to improve health, technological developments, and environmental considerations.

INFORMATION TECHNOLOGY

Unit 1- IT in Action

In this course, you learn how the technologies work; and how to use them efficiently to create dynamic electronic products. You explore some issues surrounding use of ICT.

The outcomes you will achieve are:

- create a multimedia product
- solve a problem with database software
- collaboratively create an onscreen product about a contemporary ICT issue

Unit 2- IT Pathways

You will learn about programming, software authoring tools and pathways in the ICT industry. Networked systems are introduced and you learn about collaborative problem solving methods and reflective learning. The outcomes you will achieve are:

- Learning journal of progress in programming or scripting
- Create a dynamic model of a network
- Collaboratively solve an information problem for a client.

Software Development Unit 3 and 4

Previously Info Systems

This is where you learn to control the computer. You are the boss as you learn how to write the programs and design information systems for a range of purposes with emphasis on the hardware and software.

The outcomes you will achieve are:

- Design an information system
- Write programs to control a computer
- Create a program that meets the needs of end-users described in a design brief
- Design an information system for international use

IT Applications Unit 3 and 4

Previously Info Processing & Management

You will learn how different organisations use information and how to solve problems with ICT. You will learn about the value of networks and the importance of protecting data and information. Use Photoshop, Dreamweaver, Excel, Access databases, multimedia.

The outcomes you will achieve:

- Create a product to help decision-making
- Design and create a prototype website that helps virtual teams share knowledge; explain the network needed to support it
- Use spreadsheet software to solve an ongoing problem and evaluate your problem-solving strategies
- Evaluate how well an organisation manages its data and information

Systems Engineering

Units 1, 2, 3 and 4

Students will study different technological systems such as robots, remote control vehicles or electric/electronic appliances. They will be able to identify inputs, outputs and processes so that they can problem solve to repair or modify the systems. Students will be given the opportunity to build their own systems from a range of exciting projects including remote control cars, humanoid robots, basic electronic circuits, kits, computer control chips and servo motors. This study provides a sound basis for entry into a broad range of tertiary Technology, Applied Science and Engineering courses. It also offers the development of skills that will lead on to vocational training in the electro technology and automotive sectors, or lead on to employment in manufacturing and technological enterprises.

VET 2010

VET UNITS OFFERED for 2010 include:

VET Certificate	Level
Applied Fashion Design and Technology	II
Automotive Technology (Mechanical)	II
Automotive Technology (Paint and Panel)	II
Beauty Therapy – upon completion of Makeup Services or Nail Technology	III
Building and Construction (Carpentry) – pre apprenticeship	II
Building and Construction (Bricklaying) – pre apprenticeship	II
Business	II
Community Services (Children’s Services)	II
Dance	II
Electrotechnology – pre apprenticeship	I

Engineering Studies	II
Equine Industry	II
Furnishing – pre apprenticeship in Cabinet Making	II
Hairdressing	II
Hospitality (Kitchen Operations) - Commercial Cookery	III
Information Technology	III
Makeup Services – pre Beauty Therapy	II
Multimedia	III
Music (Performance)	III
Music Industry (Technical Production)	III
Plumbing – pre apprenticeship	II

For additional information on a comprehensive range of course details visit VCAA website and follow the link to VET at: www.vcaa.vic.edu.au.

Also try <http://www.gordontafe.edu.au/vetinschools/> Links go to VET Programs and VET Brochures that are provided throughout Geelong and district.

Contact person for further information and Application Forms at Bellarine Secondary College is Mr. Peter Cummins, VET Co-ordinator.

Delivery of these programs occurs at a number of venues; including Bellarine SC, Gordon TAFE, Geelong HS, St. Ignatius College and Matthew Flinders GSC. Application for Gordon TAFE courses is no later than mid September, 2010.

A VET bus will operate to transport students to their courses at Newcomb SC, Gordon TAFE East Geelong/City, Mathew Flinders GSC and Geelong HS.

However, it will be the student's responsibility to arrange their own transport from the venue at the end of their session.

A levy of \$90 (tbc) will be required from each student to contribute towards the cost of this service which is still heavily subsidised by the college and is payable by early December 2009.

Course Details

APPLIED FASHION DESIGN AND TECHNOLOGY:

Aims to provide participants with the knowledge and skills to achieve units of competence that will enhance their employment prospects in the fashion design and related industries.

Successful completion contributes units for VCE and credits towards VCAL.

Student levy is charged for text, materials and equipment.

AUTOMOTIVE TECHNOLOGY: (Mechanical or Paint & Panel).

Is a pre-apprenticeship training program that prepares the student for entry into a trade based apprenticeship by equipping the student with foundation knowledge and skills in the automotive and allied industries.

Students who complete the 21560VIC Certificate II in Automotive Technology Studies qualification will be eligible for four units credit towards their VCE: two units at Unit 1–2 and a Unit 3–4 sequence.

Students who receive a Unit 3–4 sequence will be eligible for a 10% increment towards their ENTER (10% of the average of the primary four scaled studies).

Contributes credits towards completion of VCAL.

Student levy is charged for text, materials and equipment.

BEAUTY THERAPY:

Upon completion of either Certificate II in Make-up Services or Certificate II Nail Technology students can then undertake Certificate III Beauty Therapy. It aims to provide participants with the knowledge and skills to achieve units of competence that will enhance their prospects in the beauty therapy and related cosmetic industries.

Successful completion contributes a Unit 3-4 sequence toward their VCE.

Contributes credits towards completion of VCAL

Student levy is charged for text, materials and equipment.

BUILDING AND CONSTRUCTION: (Carpentry or Bricklaying).

The aims of the VCE VET Building and Construction program are to provide students with knowledge and skill development to enhance their employment prospects within the building and construction industry. It will enable students to gain credit towards a nationally recognised credential and to make a more informed choice of vocational and career paths.

Upon completion of the VCE VET Building and Construction program students may need to complete the remaining third of the Certificate II in Building and Construction (Carpentry – Pre-Apprenticeship) before proceeding to the appropriate apprenticeship qualification.

A minimum of 10 days work placement is strongly recommended for this program. Work placement may occur during the term holidays.

On completion of the VCE VET Building and Construction program students will receive two VCE units at 1 – 2 level and one unit at 3 – 4 level and an ENTER increment (10% of the average scaled score of the primary four VCE studies undertaken).

Contributes credits towards completion of VCAL.

Student levy is charged for text, materials and equipment.

COMMUNITY SERVICES: (Children’s Services)

Provides training and skills development for the achievement of competence in areas such as communication, occupational health and safety, first aid, casework and needs identification. Elective units chosen may be from Community Services stream or the Children’s Services stream. The program provides entry-level training for a range of potential career paths within the community services sector.

This program allows students to complete a full Certificate II qualification and components of a Certificate III qualification with specialisations Children’s Services.

Successful completion of this program will provide participants with access to arrange of entry-level employment opportunities within the following fields: children’s services, youth work, aged care work, disability services and community development.

A minimum of 20 days work placement spread over two years is strongly recommended for this program. Work placement may occur during the term holidays.

On completion of the program students will receive up to three units at unit 1-2 level (depending on the electives chosen) and two units at unit 3-4 level. A Study Score is available for this program. The Study Score will contribute directly to the ENTER, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study. Students may chose not to receive a Study Score, but in that case will not be eligible for any ENTER contribution.

Contributes credits towards completion of VCAL.

Student levy is charged for text, materials and equipment.

DANCE:

The Certificate II in Dance program will provide students with the opportunity to display technical and performance dance skills. The program should be viewed as preparation for further vocational training in the entertainment industry.

There is no requirement for work placement, however it is strongly recommended for this program. Work placement may occur during the term holidays.

On completion of the VET in Schools Dance program students will receive two VCE VET units at unit 1 – 2 level and two units at 3 – 4 level. Students have the option to undertake Scored Assessment and the study score can be fully counted as one of the student's best four studies for ENTER purposes, or will count as a fifth or sixth study increment, if not one of the student's four highest scores.

Contributes credits towards completion of VCAL.

Student levy is charged for text, materials and equipment.

ELECTROTECHNOLOGY [Electrical Pre-apprenticeship]:

A course of study relevant to the electro technology industry (electrical trade), providing students with entry level electrical trade practical skills supported by a sound understanding of electrical trades theory.

Learners work to a standard required in the workplace.

This program is designed to help young people gain an edge when competing for an electrical and electronics apprenticeship and/or traineeship.

Students learn about: using hand and power tools in the electrical industry, wiring regulations, accessories and fittings, basic electricity, electrical and engineering drawings, electrical fabrication techniques, building and construction techniques, improving and applying maths in a practical setting.

Student levy is charged for text, materials and equipment.

ENGINEERING STUDIES:

Provide students with the knowledge and skills to achieve competence that will enhance their employment prospects in the engineering or engineering related industries. The Certificate II program provides pre-employment training for pathways into engineering apprenticeships.

A minimum of 10 days work placement spread over two years is strongly recommended for this program.

Work placement may occur during the term holidays.

Students who complete the Certificate II or III in Engineering Studies will receive up to four VCE VET units, two units at 1 - 2 level and a unit at 3 - 4 sequence.

Students have the option to undertake Scored Assessment and the study score can be fully counted as one of the student's best four studies for ENTER purposes, or will count as a fifth or sixth study increment, if not one of the student's four highest scores.

The Certificate II and III in Engineering Studies enable students to apply for block credits within VCAL.

Student levy is charged for text, materials and equipment.

EQUINE INDUSTRY:

This program is designed to enable students to gain a basic knowledge of the equine industry and develop core skills, knowledge, attitudes and values that can be adapted and developed within the industry.

Successful completion of the program will provide students with further education or employment opportunities; such as stable or stud hand; and related industries that require an in-depth knowledge of the requirements of the horse, for example saddlery, feed merchant, horse photographer, retail of equine products, animal attendant, horse breeding, racing, mounted police and veterinary nursing.

On completion of the program students receive two VCE VET units at 1 – 2 level, two units at 3 – 4 level and an ENTER increment (10% of the average scaled score of the primary four VCE studies undertaken).

Student levy is charged for text, materials and equipment.

HAIRDRESSING:

This program provides participants with the foundation knowledge and skills required for a career in the hairdressing industry. This program enhances participant's chances of gaining an apprenticeship in hairdressing by providing basic training in the competencies of the hairdressing apprenticeship course.

Although work placement is not mandatory in this program all students are strongly encouraged to undertake a minimum of 40 hours structured placement with an employer. This work placement normally occurs during term holiday breaks.

Contribution – VCE, VCAL

The Certificate II in Hairdressing enables students to apply for block credits within the VCE and VCAL.

There is no ENTER contribution or ENTER increment available on completion of this program.
Student levy is charged for text, materials and equipment.

HOSPITALITY (Kitchen Operations):

This program provides students with training and skill development for the achievement of competence in areas of commercial cookery. It also aims to provide access to a range of potential career paths within the hospitality industry.

It is the partial completion of the Certificate III in Hospitality (Operations) VET in Schools program.

Students who complete only the Certificate II in Hospitality (Operations) qualification will be eligible for two units credit at Unit 1–2 towards their VCE.

Students who complete the Certificate II in Hospitality (Operations) with additional units of competence leading to Certificate III in Hospitality will be eligible for four units credit towards their VCE: two units at Unit 1–2 and a Unit 3–4 sequence

Students wishing to receive an ENTER contribution for VCE VET Hospitality (Operations) must undertake Scored Assessment for the purpose of achieving a Study Score. This Study Score can contribute directly to the primary four or as a fifth or sixth study.

Contributes credits towards completion of VCAL

Student levy is charged for text, materials and equipment.

INFORMATION TECHNOLOGY:

Provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the Information and Communications Technology related industries.

The course includes operating computer hardware and software, running diagnostic tests, advising clients and completing a specialist core stream in either applications, network administration or support.

Students who undertake partial completion of ICA30105 Certificate III in Information Technology (Program 2) will be eligible for up to four units credit towards satisfactory completion of their VCE: two units at Unit 1–2 and a Unit 3–4 sequence.

Students wishing to receive an ENTER contribution for VCE VET Information Technology must undertake Scored Assessment for the purpose of achieving a Study Score. This Study Score can contribute directly to the primary four or as a fifth or sixth study.

Student levy is charged for text, materials and equipment.

MAKEUP SERVICES:

The Certificate II in Make-up Services aims to provide participants with the knowledge and skills to achieve units of competence that will enhance their employment prospects in the beauty therapy field. It also provides students with the skills to perform make-up applications and pursue a career in make-up artistry. The program will prepare students for entry-level employment in the beauty therapy industry especially in the make-up area.

Work placement of at least 10 days is strongly recommended for this program. Work placement may occur during the term holidays.

Successful completion of the Certificate II in Make-up Services enables students to apply for block credits towards their VCE or VCAL.

Student levy is charged for text, materials and equipment.

MULTIMEDIA:

This course aims to provide you with the knowledge and skills in the production of multimedia and the use of technology which will enhance employment prospects. It provides an understanding of multimedia design, software and hardware in work related tasks required in the industry.

Students who complete the Certificate II in Multimedia qualification will be eligible for two units credit at Unit 1–2 towards their VCE.

Students who then complete the Certificate III in Multimedia qualification will be eligible for a Unit 3–4 sequence towards their VCE.

Students wishing to receive an ENTER contribution for VCE VET Multimedia must undertake Scored Assessment for the purpose of achieving a Study Score. This Study Score can contribute directly to the primary four or as a fifth or sixth study.

Student levy is charged for text, materials and equipment.

MUSIC [Performance]:

The aim of the VET in Schools Certificate III in Music program is to provide students with knowledge and skill development for the achievement of competence to enhance their employment prospects within the music industry specifically within performance and composition.

The VET in Schools Certificate III in Music program offers entry-level employment opportunities across many sectors including recording, publishing, retail, music business, entertainment, radio, television, film, video, advertising, computer software, multimedia, teaching, and, of course, performance.

Study covers copyright requirements, music industry knowledge and compose a song or tune. The elective units are chosen from a number of units covering performance and composition competencies. The second year of the program will further enhance the performance and composition focus with the following units; preparing for performance, maintain self or group in music, maintain and expand music knowledge and extend technical skills in performance.

Work placement is strongly recommended for this VET in Schools program, between 20 and 40 hours is suggested over the two-year period. Work placement may occur during the term holidays.

On completion of the Certificate III in Music VET in Schools program students will receive three VCE VET units at 1 – 2 level and two units at 3 – 4 level. Students have the option to undertake Scored Assessment and the study score can be fully counted as one of the student's best four studies for ENTER purposes, or will count as a fifth or sixth study increment if not one of the student's four highest scores.

Contributes credits towards completion of VCAL.

Student levy is charged for text, materials and equipment.

MUSIC INDUSTRY [Technical Production]:

The aim of the VET in Schools Certificate III in Music Industry (Technical Production) program is to provide students with knowledge and skill development for the achievement of competence to enhance their employment prospects within the music industry specifically within the technical production sector.

The VET in Schools Certificate III in Music Industry program offers entry-level employment opportunities across many sectors including recording, publishing, retail, music business, entertainment, radio, television, film, video, advertising, computer software, multimedia, teaching, and, of course, performance.

Study covers a broad range of competencies relating to technical production in music. The second year of the program will cover the following; editing sound using digital systems, operating a sound mixing console, operating a sound reinforcement system and mixing sound sources.

Work placement is strongly recommended for this VET in Schools program, between 20 and 40 hours is suggested over the two-year period. Work placement may occur during the term holidays.

On completion of the Certificate III in Music Industry VET in Schools program students will receive three VCE VET units at 1 – 2 level and two units at 3 – 4 level. Students have the option to undertake Scored Assessment and the study score can be fully counted as one of the student's best four studies for ENTER purposes, or will count as a fifth or sixth study increment if not one of the student's four highest scores.

Student levy is charged for text, materials and equipment.

PLUMBING:

This course will provide you with the knowledge and skills to enhance your employment prospects in plumbing and related service stream industries. Students will also gain the experience and knowledge to make an informed choice of career, an understanding of the nature of the workplace and employment, and experience in the use of tools and equipment used in the workplace. The core units will give participants an insight into the working environment of a plumbing apprenticeship.

Contributes credits towards completion of VCAL

Student levy is charged for text, materials and equipment.

VCAL 2010

1. What is VCAL?

The Victorian Certificate of Applied Learning (VCAL) is an accredited senior secondary school qualification undertaken in Years 11 and 12. The VCAL is based on work related, hands-on learning.

Students who complete a VCAL certificate are more likely to be interested in going onto training at TAFE, completing an apprenticeship or going straight to the workplace.

The VCAL gives students practical work related skills and experience, industry specific skills, as well as literacy and numeracy and the opportunity to build personal skills that are important for life and work.

Fully accredited modules and units are selected from four compulsory strands: Literacy and Numeracy, Work Related Skills, Industry Specific Skills and Personal Development Skills. The four compulsory units can be achieved through a variety of options. At Bellarine Secondary College the Work Related Skills strand is integrated into the Personal Development Skills and Industry Specific Skills Strands.

Students are able to put units together to suit their needs. Students are able to do a combination of VCE subjects, a VET subject, combined with a school based apprenticeship and / or VCAL VET industry taster units.

Example of a Year 11 VCAL Student's Program

Pathways	Literacy and Numeracy Skills	Industry Specific Skills	Work Related Skills	Personal Development Skills
<i>Student wanting a pathway in Hospitality</i>	VCAL Literacy Skills (Reading Writing and Oral Communication) VCE English VCAL Numeracy Skills	VET Hospitality Food Service Skills	Incorporated into Personal Development Skills and Industry Specific Skills	VCAL Personal Development Skills Units 1 and 2
<i>Student wanting a pathway in Automotive</i>	VCAL Literacy Skills (Reading Writing and Oral Communication) VCE English VCE Mathematics (General or Methods) Units 1 and 2	VET Automotive	VCE Systems and Technology	VCAL Personal Development Skills Units 1 and 2
<i>Student wanting a pathway in business/retail</i>	VCAL Literacy Skills (Reading Writing and Oral Communication) VCE English VCAL Numeracy Skills	VET Retail Business Enterprise	Incorporated into Personal Development Skills and Industry Specific Skills	VCAL Personal Development Skills Units 1 and 2

2. Explanation of VCAL Units.

LITERACY AND NUMERACY

The study of this strand is designed to:

- Develop knowledge, skills and understanding relevant to reading, writing and oral communication in the social contexts of family, employment, further learning and community.
- Develop knowledge, skills and understanding relevant to the practical application of numeracy in the contexts of home, work and the community.
- Provide pathways to further study through credits gained that articulate into VCE or further education language and numeracy courses.

The literacy and numeracy units are compulsory.

PERSONAL DEVELOPMENT

Selected units for this strand must include one VCAL Personal Development Skills unit at the award level. Additional curriculum for this strand will be selected from:

- Additional VCAL Personal Development Skills units.
- Accredited Further Education modules or certificates that lead to the development of the skills, knowledge and attitudes outlined in the Personal Development Skills strand.

Aims

Selected units for study in this strand will be based on youth development principles and focus on themes that aim to develop:

- Environmental awareness
- Commitment to, and achievement of, personal goals
- Civil and civic responsibility
- Health and fitness

At Bellarine Secondary College, the Personal Development Skills classes follow specific themes. In the past themes have been Outdoor Recreation, Multiculturalism, Junior Sports Coaching, developing links with overseas schools and supporting them.

WORK RELATED SKILLS

Work related skills units at Bellarine Secondary College are embedded within other subjects such as Personal Development and Industry Specific Skills units. Some units, such as First Aid Certificates, will run during school time, at times convenient to the assessors.

Work Related Skills units will provide employability skills by developing experiences that are important for the vocational, personal development and employability outcomes of VCAL. Work Related Skills units enable recognition of learning not recognised within other qualifications, such as learning gained whilst engaged in work placements or part-time work. Studies in this strand are designed to:

- Develop key knowledge and skills in a vocational context that assists the students in making informed choices regarding further learning and / or employment.
- Provide vocational experiences relevant to student interests and abilities.

INDUSTRY SPECIFIC SKILLS

Study in this strand is designed to:

- Develop key knowledge and key skills in a vocational context that assists the student in making informed choices regarding further learning and/or employment.
- Provide vocational experiences relevant to student's interests and abilities.
- Provide pathways to further study through credit in VET courses.

In this strand students must complete a VET in schools subject as part of their VCAL course. They are also able to choose from the list of VCAL VET taster subjects that fulfil the requirements for Industry Specific Skills or complete a VET subject in its entirety.

The curriculum for the Work Related Skills and Industry Specific Skills units may be in authentic work contexts through work placement programs or programs that provide work related contexts, e.g. careers education programs, VET courses, School Based Apprenticeships.

Bellarine Secondary College will be offering the following VCAL VET taster units as part of the 2008 program. These subjects are either half or full-year units.

ART AND DESIGN (Cert II Contemporary Art and Craft)

This unit will encompass:

- Properties used in art and design
- Methods of communicating ideas
- Production processes
- Design considerations and constraints
- Materials in design
- Design and realisation

BUSINESS ENTERPRISE

This course is designed to offer a practical, stimulating, satisfying and successful introduction to the world of business. Students will explore typical options confronting commercial enterprises, from all specialist perspectives together with marketing, finance, product production, human resources and environment and general management.

Work is considered to be an activity involving productive effort and may be in the context of paid or unpaid employment or student initiate enterprise. It encourages the recognition of a significant and innovative opportunity, the appropriate level of risk taking and the mobilisation of resources to enable successful completion of a project.

FOOD SERVICE SKILLS (Cert II in Hospitality [Operations])

This unit is designed to provide students with skills to be able to prepare and serve food and beverages in a range of situations.

Modules of competency offered will be:

- Workplace hygiene procedures
- Use basic methods of cookery
- Present food
- Clean and maintain kitchen premises
- Organise and prepare food
- Prepare sandwiches

FURNITURE MAKING

The modules offered will be:

- Carry out OH&S requirements
- Plan and organise work
- Read and interpret plans
- Carry out measurements and calculations
- Use hand and power tools
- Carry out joint making
- Design and build

INFORMATION TECHNOLOGY (Full year)

Many employers now demand a certain level of competency in Information Communications Technology (ICT). This VCAL unit will focus heavily on providing the computing skills needed for industry. This will be in the form of a Certificate III in Information Technology. This nationally recognised Certificate will give students an edge with potential employers, as it shows that a competency level in Information Technology has been achieved.

This certificate will include Information Technology such as;

- Office Automation Software – for running small business enterprises
- Basic Accounting Software – for account generation, invoicing, & book keeping.
- Digital Imaging Hardware – Camera equipment, video editing, etc.
- Databases – automated stocktaking software.
- Networking – basic computer networking skills for a small business enterprise.

LANDSCAPE GARDENING (Cert II in Horticulture)

This unit will encompass the planning and building of gardens, use of hand tools and garden maintenance.

The modules offered will be:

- Design landscape structures and features
- Recognise plants, products and treatments
- Install retaining walls
- Install paving

- A construction activity
- Renovate grassed areas
- Learn to use a variety of tools
- Operating a ride-on mower

METAL FABRICATION (Cert II in Engineering)

- Working in a team environment
- Planning and executing a model
- Measuring, Cutting, Welding, Folding
- Working to tolerances
- OH&S / Workshop safety
- Machinery maintenance / care
- Record keeping eg detailed job plans

OUTDOOR RECREATION (Cert II in Outdoor Recreation)

This subject aims to provide specific skills and knowledge required for an assistant level employee at a recreation facility such as a school camp, aquatic centre or gymnasium/dry area fitness centre. This subject may also include assistance with the conduct of recreation activities and events, facility maintenance and general workplace operations. Units such as, interaction with clients, providing emergency care, organising work, developing knowledge of the sport and recreation industry and working effectively in a sport and recreation organisation are offered.

Students who choose this subject two years in a row have the opportunity to gain a Certificate II in Community Recreation.

INDUSTRIAL DRAFTING (Cert II in Building Construction)

In this subject students develop skills used in building companies, design businesses and the construction industry in general. For example: following directions and instructions; planning, organising and prioritising; as well as presenting and reviewing their work. They develop skills in understanding and using plans and drawings that are used in landscape and building projects. Students will develop basic skills in drafting, both manual and computer aided. Ideally this subject will link with and support students doing construction related VCAL subjects. Students will be able to develop 2D and 3D drawings to better plan and develop their construction/practical projects within other VCAL subjects that they are studying like Landscaping, Furniture Making and Metalwork.

HORTICULTURE (Cert II in Horticulture)

This is an entry level course into horticulture. Students will gain skills and knowledge in a broad selection of horticultural areas enabling them to gain employment opportunities within the horticultural industry. Covering areas such as Plant and Disease Identification, Propagation and Pruning, students will engage and work with current industry professionals to establish networks and experience in the horticulture industry.

MUSIC INDUSTRY (Cert II in Music Performance)

This is an entry level course to develop a broad range of music industry skills and knowledge. This course will be run as a VET taster. It will cover areas such as set up and recording skills, improving music industry and listening skills and developing creativity. This is a course designed for those interested in what happens behind the scenes in the music, theatre and recording industries. Students will work with industry professionals to learn all the tricks of the trade.

3. Important VCAL Details.

Attendance of VCAL Students.

Bellarine Secondary College requires that VCAL students will have an attendance record that is similar to that which is required of VCE students.

Performance of VCAL Students.

Whilst VCAL offers students a great deal of flexibility, there is an expectation that students are responsible for their own progress through VCAL. Student performance is reviewed continuously throughout the year.

Enrolment.

Students will not be able to change their VCAL selections after a published date in 2010. VCE students **will not** be able to change into VCAL mid year, nor will VCAL students be able to change into VCE mid year.

We make every effort to ensure that subjects published in this handbook will be offered, however we reserve the right to make alterations to courses that are subject to VCAA approval, timetable issues staffing issues and external auspicing issues.

Fees

Students completing the VCAL course will be required to pay a course cost of \$200. There may be additional charges for some of the accredited certificates. A deposit of \$100 will be required to be paid before the enrolment is enacted.

4. Selection of VCAL Units.

Students need to complete the set literacy, numeracy and personal development units. These are set core curriculum. Students can then elect to study a range of units from the VCAL VET taster subjects offered. Students studying a VET subject will find it easier to fulfil VCAL requirements and this is strongly recommended.

In order to fulfil the Literacy and Numeracy requirements VCAL specific units are offered. However, students are able to study VCE English and Mathematics. Students are also able to select from the range of other VCE subjects offered in order to fulfil VCAL requirements. For example, if they have an interest in pursuing a career in Art they are able to select from the VCE range of Art subjects.

School Based Apprenticeships are also an option for VCAL students. Typically students will do half a day with a registered training provider and one full day with a host employer.

It is highly recommended that VCAL students interested in heading into a Trade course choose a VCE General Maths in their course selections.

All VCAL students will be expected to participate in Structured Workplace Learning during both Year 11 and Year 12.