LATER YEARS

PROSPECTUS

2017

BELLARINE
SECONDARY COLLEGE
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A Message to Incoming VCE / VCAL Students

Bellarine Secondary College offers two Certificates for Later Years students. We offer VCE, which has a broad range of subjects, and VCAL, which is the vocational, hands-on alternative qualification for senior students. If you are doing either course, you will 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 staff experience and expertise when selecting your program. Far too often students who have difficulties with their subjects have not availed themselves of the opportunities offered in the Course Counselling Program.

This year, we will be holding formal interviews with all Year 10 and Year 11 students and their parents/guardians about subject choices and the implications for careers and further study. You will have received a letter on the Parent/Guardian Portal from the College about the arrangements for these counselling sessions.

The student and parent information sessions and the interview are important steps in the selection process. We now ask that you carefully read the information contained in this publication 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 on the scheduled course counselling day. 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. Your behaviour should include attending all classes, completing all coursework in a timely manner, wearing full school uniform and having the correct materials for each class.

As previously mentioned, the school provides you 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 ahead of your year.

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.

Madeline Chaplin
Later Years Coordinator

Cheryl Linford
VCAL & Pathways Coordinator

Karl Mahr
VET & Careers Coordinator
GLOSSARY

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>ATAR</td>
<td>Score used to determine entry to University</td>
</tr>
<tr>
<td>ISS</td>
<td>Industry Specific Strand.</td>
</tr>
<tr>
<td>Satisfactory Completion:</td>
<td>Learning Outcomes are assessed as either: Non-Satisfactory (N)</td>
</tr>
<tr>
<td>Semester</td>
<td>Half Year</td>
</tr>
<tr>
<td>Sequence</td>
<td>2 units at level 3 and 4 from the same Study Design (e.g. Australian History 3 and 4).</td>
</tr>
<tr>
<td>TAFE</td>
<td>Technical and Further Education.</td>
</tr>
<tr>
<td>Unit</td>
<td>A self-contained study of a semester’s length.</td>
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<tr>
<td>Units 1 &amp; 2:</td>
<td>Year 11 subjects</td>
</tr>
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<td>Units 3 &amp; 4:</td>
<td>Year 12 subjects</td>
</tr>
<tr>
<td>V.C.A.A:</td>
<td>Victorian Curriculum and Assessment Authority - the body that runs the VCE/VCAL/VET/SBA</td>
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<tr>
<td>V.C.E:</td>
<td>Victorian Certificate of Education.</td>
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<td>V.E.T. in Schools:</td>
<td>Vocational Education and Training.</td>
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<td>F.E.</td>
<td>Further Education</td>
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VCE PROGRAM

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

These units must include:
- 3 units from the English group (English 1, 2; English Literature 1, 2; English 3, 4; English Literature units 3, 4).
- 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, Year 11.
- Students enrol in 10 units (or 5 subjects) in their second full year of VCE, Year 12.
- 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, a second year, where one exists.

YEAR 11 (UNIT 1/2) STUDENTS
- Select English: Units 1 and 2
- Select 10 other units (5 subjects)

YEAR 12 (UNIT 3/4) STUDENTS
- Select English or English Literature Units 3 and 4
- Select 8 other units (4 subjects)
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:

- a VCAL unit
- a VCE unit
- a VET course (Nominal 100 hours of units / modules from a VET course)

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

A student’s VCAL learning program must include all of the following:

- A minimum of two VCAL units
- At least one literacy unit completed at the certificate award level, Example: 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 two VET units (nominal 90 hours from a Certificate II or III VET qualification)
- At least one Personal Development Skills unit completed at the certificate award level. e.g. to be awarded a VCAL Certificate at Intermediate level, the student must complete one Personal Development Skills unit at Intermediate level
- At least six total credits at the certificate award level or above.

VCAL SUBJECTS BEING OFFERED

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy and Numeracy</td>
<td>32-36</td>
</tr>
<tr>
<td>Personal Development Skills</td>
<td>32-36</td>
</tr>
<tr>
<td>Industry Specific Units (VET ‘tasters’)</td>
<td>32-36</td>
</tr>
<tr>
<td>Work Related Skills</td>
<td>32-36</td>
</tr>
</tbody>
</table>

OTHER VCE/VCAL RELATED COURSES

1. VOCATIONAL EDUCATION AND TRAINING (VET) COURSES:

This year we will again be offering a number of VET courses. These include:

- Aged Care
- Automotive Technology
- Business Administration (Medical)
- Beauty Therapy
- Building and Construction
- Catering Operations
- Children’s Services
- Community Services
- Catering Operations
- Dance
- Engineering
- Equine Industry
- Hairdressing
- ICT
- Modelling
- Multimedia
- Music
- Plumbing

THESE COURSES ARE SUBJECT TO DEMAND AND SO ARE NOT ALWAYS AVAILABLE
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.

Note:
- Course levies will apply to contribute towards textbooks, materials and equipment

*STUDENTS WISHING TO APPLY FOR VET COURSES MUST SEE MR KARL MAHR AFTER YOUR COURSE COUNSELLING INTERVIEW.*

THE STATE GOVERNMENT HAS CHANGED THE FUNDING STRUCTURE FOR TAFEs AND INCREASES TO THE FEES FOR MANY OF THESE COURSES FOR 2017 ARE TO BE EXPECTED. WE ARE YET TO RECEIVE CONFIRMATION OF THE FEES FOR MANY OF THESE COURSES.

2. SCHOOL BASED APPRENTICESHIPS & TRAINEESHIPS (SBA):
These are a means of combining a traineeship in a designated trade area while completing VCAL or VCE if the work hours fit the timetable. 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 class time. Please see Mr Karl Mahr for further information.

3. PATHWAYS – ENHANCEMENT / EXTENSION STUDIES:
It is possible for a student in Year 10 to commence studying VCE subjects, as 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 Mrs Chaplin for further details.
Later Years Certificates

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS (VETiS)
Including:
SCHOOL BASED APPRENTICESHIPS & TRAINEESHIPS (SBA)

PRIMARY PATHWAY
To receive an ATAR for a:
- University course
- TAFE Course

Apprenticeships/Traineeships

PRIMARY PATHWAY
- TAFE Course
- Apprenticeships / Traineeships
- Further Education Course
- Employment

Further School Study:
- Higher level VCAL
- VCE
### Victorian Certificate of Education (VCE)

**Award of a VCE:**
- 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 ATAR (previously ENTER); satisfactory completion of both Units 3 & 4 of an English study is also required.

### 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.
- 6 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.

### Primary Pathways from VCE

- To receive an ATAR 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 CAN BE MADE UP OF:

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

### VCAL CAN BE MADE UP OF:

- VCAL Units: Literacy, Numeracy, Work related Skills, Personal Development Skills.

Further Education Certificates Example:
- Certificate in General Education for Adults.
- Certificate I in Work Education
### VCE UNITS OFFERED

<table>
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<th>SUBJECT</th>
<th>UNITS OFFERED IN 2017</th>
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<td><strong>Arts</strong></td>
<td>Art*</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td></td>
<td>Media*</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td></td>
<td>Studio Arts*</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td></td>
<td>Visual Communication Design</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>English</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td></td>
<td>English Literature</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td>Health and Human Development</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td></td>
<td>Outdoor &amp; Environmental Studies*</td>
<td>1,2,3,4</td>
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<tr>
<td></td>
<td>Physical Education*</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>Business Management</td>
<td>1,2,3,4</td>
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<tr>
<td></td>
<td>History Revolutions</td>
<td>3,4</td>
</tr>
<tr>
<td></td>
<td>Legal Studies</td>
<td>1,2,3,4</td>
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<td></td>
<td>Twentieth Century History</td>
<td>1,2</td>
</tr>
<tr>
<td><strong>Languages</strong></td>
<td>French</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td></td>
<td>Indonesian*</td>
<td>1,2,3,4</td>
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<th>SUBJECT</th>
<th>UNITS OFFERED IN 2017</th>
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<tr>
<td>Mathematics</td>
<td>Foundation Mathematics</td>
<td>1,2</td>
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<td></td>
<td>Further Mathematics</td>
<td>3,4</td>
</tr>
<tr>
<td></td>
<td>General Mathematics</td>
<td>1,2</td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods CAS</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td></td>
<td>Specialist Mathematics</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Science</td>
<td>Biology*</td>
<td>1,2,3,4</td>
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<tr>
<td></td>
<td>Chemistry*</td>
<td>1,2,3,4</td>
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<tr>
<td></td>
<td>Environmental Science</td>
<td>1,2,3,4</td>
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<tr>
<td></td>
<td>Physics</td>
<td>1,2,3,4</td>
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<td></td>
<td>Psychology*</td>
<td>1,2,3,4</td>
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<tr>
<td>Technology</td>
<td>Agriculture &amp; Horticulture*</td>
<td>1,2,3,4</td>
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<td></td>
<td><strong>Product Design and Technology</strong> -</td>
<td></td>
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<tr>
<td></td>
<td>(a) Textiles*</td>
<td>1,2,3,4</td>
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<tr>
<td></td>
<td>(b) Woodwork*</td>
<td>1,2,3,4</td>
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<tr>
<td></td>
<td>Computing</td>
<td>1,2</td>
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<td></td>
<td>Food and Technology*</td>
<td>1,2,3,4</td>
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<td></td>
<td>Informatics</td>
<td>3,4</td>
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<tr>
<td></td>
<td>Software Development</td>
<td>3,4</td>
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<tr>
<td></td>
<td>Systems Engineering*</td>
<td>1,2,3,4</td>
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<tr>
<td>VET SUBJECTS OFFERED AT BELLARINE SECONDARY COLLEGE</td>
<td>VET ICT</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td></td>
<td>VET Music Performance*</td>
<td>1,2,3,4</td>
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</table>

*These Units attracted a cost in 2016 over and above the Essential College Levy but, as levies are yet to be finalised for 2017, the costs are not yet available; please see the levy sheets which will be distributed in Term 4. If you would like to see a copy of the 2016 Levy sheets as a guide please contact the school administration 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.
LATER YEARS 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: In this unit students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences 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, the role audiences play in constructing meaning from media representations, and the creative and cultural impact of new media technologies. Areas of Study in Unit 1 are: Representations; Technologies of Representation; New Media.

Unit 2: In this unit students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role. 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. Areas of Study in Unit 2 are: Media Production; Media Industry Production; Australian Media Organisations.

Unit 3: In this unit students develop an understanding of film, television or radio drama production and story elements, and learn to recognise the role and significance of narrative organisation in fictional film, television or radio drama texts. Students examine how production and story elements work together to structure meaning in narratives to engage audiences. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They complete a media production design plan for a specific media form and audience. They present the relevant specifications as a written planning document, with visual representations that employ media planning conventions appropriate to the media form in which the student chooses to work. Areas of study in Unit 3 are: Narrative; Media Production Skills; Media Production Design Plan

Unit 4: In this unit students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. Organisational and creative skills are refined and applied throughout each stage of the production process. Students analyse the relationship between media texts, social values and discourses in the media. The nature and extent of media influence, the relationship between the media, media audiences and media regulation are also critically analysed in this unit. Areas of study in Unit 4 are: Media Process; Media texts and society's values; Media Influence

STUDIO ARTS

Unit 1: Artistic Inspiration and Techniques
This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through art making. Students also explore and research the ways in which artists from different times and cultures interpret and express ideas, source inspiration and use materials and techniques in the production of artworks.

Unit 2: Design Exploration and Concepts
This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks.

Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand the artists’ ideas and how they have created aesthetic qualities and identifiable styles.

Unit 3: Studio Production and Professional Art Practices
Design Process: This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students plan and apply a design process to explore and develop their individual ideas and artworks. Analysis of these explorations and the development of the potential directions is an intrinsic part of the design process to support the making of finished artworks in Unit 4.

For this study, the exploration proposal supports the student to identify a direction for their design process. The design process is individually determined by the student. It records trialling, experimenting, analysing and evaluating the extent to which their art practices successfully communicate their aims and ideas. From this process students can develop directions for the development of finished artworks in Unit 4.
The study of artists and their work practices and processes may provide inspiration for students’ own approaches to art making. Students investigate and analyse the response of artists to a wide range of stimuli, and examine their use of materials and techniques. They explore professional art practices of artists in relation to particular artworks and art form/s and identify the development of styles in artworks. Throughout their study of art processes, students also consider the issues that may arise from the use of other artists’ work in the making of new artworks. Students are expected to visit at least two different exhibition spaces in their current year of study.

Unit 4: Studio Production and Art Industry Contexts

**Folio of Artworks:** This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. These artworks should reflect the skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities.

This unit also investigates aspects of artists’ involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks. Students examine a range of environments for the presentation of artworks exhibited in contemporary settings. Students are expected to visit at least two different exhibition spaces in their current year of study.

**VISUAL COMMUNICATION DESIGN**

**Unit 1: Introduction to visual communication design**
This unit focuses on using visual language to communicate messages, ideas and concepts. Students will acquire and apply design skills and drawing techniques to explore their own ideas and concepts as a means of communication. The importance of design elements and principles in relation to the production of visual message will be explored. Students will complete an investigation of design styles. Students will be introduced to three stages of the design process.

**Unit 2: Application of visual communication design**
This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students will use technical drawing systems to communicate information associated with the environmental and industrial fields of design. They investigate how typography and imagery are used in visual communication design. Students will apply the design process in response to a set design brief.

**Unit 3: Design thinking and practice**
In this unit students will gain an understanding of the process designers use to communicate ideas with clients, target audiences, other designers and specialists. Students will investigate and analyse existing visual communications. Students will experiment with use of manual and digital methods, media and materials in developing their own design ideas and concepts. Students will establish a design brief and begin generating ideas and research for a folio to be completed in Unit 4.

**Unit 4: Design development and presentation**
The focus of this unit is the development of designs concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each stated need. Students must show evidence of the design process in their visual diaries. Students will evaluate their final presentations and devise a pitch to communicate their design thinking and decision making to the client.
ENGLISH

Units 1, 2, 3 & 4
Units 1 to 4 focus on how English is used to create meaning in written, spoken and multimodal texts of varying complexity. Students continue to develop their language skills in a range of written and spoken responses, as well as their capacity for critical and creative thinking.

Students will:
- Develop a detailed interpretation of selected texts, producing both analytical and creative responses
- Compare the presentation of ideas, issues and themes in two texts
- 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 & 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
Units 1 and 2 focus on the development of the student’s interest and confidence in reading, reflecting and responding to a broad range of literary forms and styles, and in doing so, build a greater awareness of the interaction between themselves and the texts and how this can broaden their understanding of human experience.

Students are required to:
- Examine the ways in which a text reflects or comments on particular values in society
- Complete a comparative analysis of the ways in which dialogic texts convey meaning and influence each other
- Prepare a folio of finished responses, both creative and analytical, to texts studied
- Apply literary criticism to the reading of texts

Unit 3 & 4
Units 3 and 4 explore 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 how literary criticism may inform both the reading and writing of texts. It also examines how literature may reflect or comment on social, historical and cultural contexts.

Students are required to:
- Explore the demands of producing a text for performance
- Present an interpretation of a text which is informed by different literary perspectives
- Prepare a creative response to a text
- Present interpretations of texts, supported by close textual analysis

Assessment
Unit 3 & 4
School assessed coursework and examinations
- Unit 3 school assessed coursework: 25%
- Unit 4 school assessed coursework: 25%
- End of year examination: 50%
HEALTH & PHYSICAL EDUCATION

HEALTH AND HUMAN DEVELOPMENT

Unit 1: The Health and Development of Australia’s Youth
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: Individual Human Development and Health Issues
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: Australia’s Health
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: Global Health and Human Development
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 Australia, 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: Exploring Outdoor Experiences
This unit examines the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Through outdoor experiences students develop practical skills and knowledge to help them live sustainably in outdoor environments. Activities undertaken in this semester include snorkelling, canoeing and an overnight camp. Costs for 2017 have not been approved. Costs for 2016 were $180.00 per semester.

Unit 2: Discovering Outdoor Environments.
This unit focuses on characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. In this unit students study nature’s impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Activities undertaken in this semester include rock climbing, sailing, bushwalking and an overnight camp. Costs for 2017 have not been approved. Costs for 2016 were $180.00 per semester.
Unit 3: Relationships with Outdoor Environments.
This unit considers the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Students will be involved in outdoor experiences in a range of outdoor environments that display evidence of human interactions. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop outdoor skills and theoretical knowledge about specific natural environments. Activities undertaken in this semester include windsurfing, mountain bike riding, surfing and an overnight camp. Costs for 2017 have not been approved. Costs for 2016 were $245.00 per semester.

Unit 4: Sustainable Outdoor Environments.
This unit focuses on the sustainable use and management of outdoor environments. It examines the contemporary state of environments in Australia, considers the importance of healthy outdoor environments, and examines the issues in relation to the capacity of outdoor environment to support the future needs of the Australian population. Activities undertaken in this semester include field trips, rock climbing and a 4 day ski camp. Costs for 2017 have not been approved. Costs for 2016 were $245.00 per semester.

PHYSICAL EDUCATION

Unit 1: The Human Body in Motion
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Unit 2: Physical Activity, Sport and Society
This unit develops students’ understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Unit 3: Physical Activity Participation and Physiological Performance
This unit introduces the students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students study and apply the socio-ecological model to identify a range of strategies that are effective in promoting participation in physical activity. Students investigate the contribution and interplay of the energy systems during physical activity and the multi-factorial causes of muscle fatigue and recovery strategies to promote recovery.

Unit 4: Enhancing Performance
This unit focuses on the components of fitness from a physiological perspective and the manner in which fitness can be improved by the application of appropriate training principles and methods. Students explore nutritional, physiological and psychological strategies used to enhance performance, both legal and illegal.
BUSINESS MANAGEMENT

Unit 1: Planning a Business
In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business. They will explore how businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The processes of how businesses are formed and the conditions under which new business ideas can emerge are investigated. Finally, how a business idea can become a reality and a cornerstone of economic and social development.

Unit 2: Establishing a Business
This unit focuses on the establishment phase of a business’s life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. Students will investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Unit 3: Managing a Business
In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Students will develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Unit 4: Transforming a Business
Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

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 e.g. IVF and single women.

Unit 3: This unit aims to develop an understanding of the institutions that determine laws and the processes by which laws are made. 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: This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution with a view to comparing and evaluating the operation of the various dispute resolution methods. 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.

HISTORY REVOLUTIONS

Unit 1: Twentieth Century History 1918 –1939
In this area of study students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the map of Europe and broke up the former empires of the defeated nations. They consider the aims, achievements and limitations of the League of Nations.

While democratic governments initially replaced the monarchies and authoritarian forms of government in European countries at the end of the war, new ideologies of socialism, communism and fascism gained popular support.

Unit 2: Twentieth Century History 1945 –2000
In this unit students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The period also saw challenge and changes to the established order in many countries. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

Unit 3 & 4: Revolutions
In this area of study students analyse the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks are caused by the interplay of significant events, ideas, individuals and popular movements and assess how these were directly or indirectly influenced by the social, political, economic and cultural conditions.

The students will also analyse the consequences of the revolution and evaluate the extent to which it brought change to society. The success of the revolution was not inevitable; therefore, students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution.

This Unit will focus on the American and Russian revolutions.
LANGUAGES

FRENCH AND INDONESIAN

Units 1 & 2: These units are designed to further develop students’ language skills by developing their proficiency in reading and listening 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; write in a variety of text types.

Units 3 & 4: These units are designed to extend students’ language skills by developing their proficiency in reading and listening comprehension, 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 language (to be covered over Years 11 and 12):

<table>
<thead>
<tr>
<th>French:</th>
<th>The Individual</th>
<th>The French-speaking communities</th>
<th>The changing world</th>
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<tr>
<td></td>
<td>Personal world</td>
<td>Lifestyles</td>
<td>Social issues</td>
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<td></td>
<td>Education and aspirations</td>
<td>Historical perspectives</td>
<td>The world of work</td>
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<td></td>
<td>Personal opinions and values</td>
<td>Arts and entertainment</td>
<td>Scientific and technological issues</td>
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<table>
<thead>
<tr>
<th>Indonesian:</th>
<th>The Individual</th>
<th>The Indonesian-speaking communities</th>
<th>The changing world</th>
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<tr>
<td></td>
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<td>Visiting Indonesia</td>
<td>The world of work</td>
</tr>
<tr>
<td>Personal opinions and values</td>
<td>Customs and traditions</td>
<td>Australian and Indonesian relations</td>
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<td>Stories from the past</td>
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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
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. A TI-nspire CAS calculator is required.

Units 1 & 2: Specialist Mathematics
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 CAS 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. A TI-nspire CAS calculator is required.

Units 1 & 2: Mathematical Methods CAS
These units are designed in particular as preparation and prerequisite for Mathematical Methods (CAS) Units 3 and 4. Students study ‘Coordinate geometry’, ‘Circular (trigonometric) functions’, ‘Calculus’, ‘Algebra’ and ‘Statistics and probability’. A TI-nspire CAS calculator is required.

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 either General Mathematics or Mathematical Methods in Year 11. Many students decide that Mathematical Methods is not suitable for them and successfully change their course after Year 11. A TI-nspire CAS calculator is required.

Units 3 & 4: Mathematical Methods CAS

Units 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. A TI-nspire CAS calculator is required.

With the exception of Foundation Mathematics students, all students are compulsorily required to purchase a TI-nspire CAS calculator (cost, approx. $280). No other brand or type is permitted. Check with a Mathematics staff member if you have any queries. Families experiencing financial difficulties can contact the business manager for possible assistance.
Note:

- Students intending to study Mathematics beyond Year 12 are strongly advised to take General Mathematics and Mathematical Methods CAS 1 & 2 in Year 11, then, depending on their results, choose to complete Mathematics Methods and Specialist in Year 12.

<table>
<thead>
<tr>
<th>Future Pathways</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
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<tbody>
<tr>
<td>Mathematics</td>
<td>10 Maths Methods Semester 1 &amp; 2 AND Maths Methods CAS 1 &amp; 2</td>
<td>General Maths 1 &amp; 2 AND Maths Methods CAS 1 &amp; 2</td>
<td>Specialist Maths 3 &amp; 4 AND Maths Methods CAS 3 &amp; 4</td>
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<tr>
<td>Physical sciences, Engineering</td>
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<td>Courses with strong maths bias</td>
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<td>Most sciences (biological in</td>
<td>10 Maths Methods Semester 1 &amp; 2</td>
<td>Maths Methods CAS Semester 1 &amp; 2</td>
<td>Maths Methods CAS 3 &amp; 4</td>
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<td>particular) or Commerce with</td>
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<td>some tertiary maths</td>
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<tr>
<td>Nursing (some), Teaching (some),</td>
<td>10 General Maths Semester 1 &amp; 2</td>
<td>General Maths (Standard) 1 &amp; 2</td>
<td>Further Maths 3 &amp; 4</td>
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<tr>
<td>Commerce (some), Trades (some)</td>
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<td>e.g. electricians, plumbers,</td>
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<tr>
<td>Trades (some) e.g.</td>
<td>Foundation Maths Semester 1 OR 2</td>
<td>VCAL Numeracy OR Foundation Maths</td>
<td>VCAL Numeracy</td>
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<tr>
<td>hairdressing, labouring</td>
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**N.B Different tertiary institutions have different Maths Requirements**

**N.B this is a recommended pathway only. Options can be negotiated with students in relation to studying a lower level of Maths in different semesters.**
BIOLOGY

Unit 1: How Do Living Things Stay Alive?
This unit examines:
- Structure and functioning of cells and how the plasma contributes to survival
- Structural, physiological and behavioural adaptations of a range of organisms that enable them to survive
- Practical investigation

Unit 2: How Is Continuity Of Life Maintained?
This unit examines:
- Sexual and asexual reproduction
- Investigation of an issue

Unit 3: How Do Cells Maintain Life?
This unit examines:
- Workings of the cell including the role of the plasma membrane
- Molecular interactions based on the complementary nature of specific molecules
- Synthesis, structure and function of nucleic acids and proteins
- Chemistry of cells
- Cell communication
- A student practical investigation related to cellular processes and/or biological change and continuity over time

Unit 4: How Does Life Change And Respond To Challenges Over Time?
This unit examines:
- Change and challenges to which life on Earth has been subjected
- Relatedness between species
- Impact of change on gene pools
- Structural and cognitive trends in the human fossil record
- Biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies

CHEMISTRY

Unit 1: How Can The Diversity Of Materials Be Explained?
This unit examines:
- Chemical elements, their atomic structure and their place in the periodic table
- Investigate and explain the properties of carbon lattices and molecular substances
- Research investigation

Unit 2: What Makes Water Such A Unique Chemical?
This unit examines:
- Water
- Analytical techniques, both in the laboratory and in the field, to measure the solubility and concentrations of solutes in water
- Practical investigation

Unit 3: How Can Chemical Processes Be Designed To Optimise Efficiency?
This unit examines:
- Energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment
- Chemical energy resources and investigate the combustion of fuels
- Galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions
- Reaction rates
- Equilibrium law and Le Chatelier’s principle
Unit 4: How Are Organic Compounds Categorised, Analysed And Used?
This unit examines:
- Structural features, bonding, reactions and uses of the major families of organic compounds including those found in food
- Instrumental analyses to confirm or deduce organic structures
- Volumetric analyses to determine the concentrations of organic chemicals in mixtures
- Reaction pathways
- Food molecules including carbohydrates, proteins, lipids and vitamins and use calorimetry to determine the energy released in the combustion of food

ENVIRONMENTAL SCIENCE

Unit 1: How Are Earth’s Systems Connected?
This unit examines:
- Earth and its major systems
- Processes for creating the essential conditions to sustain life on Earth
- Environmental factors that affect Earth over time
- Practical investigation

Unit 2: How Can Pollution Be Managed?
This unit examines:
- Characteristics, sources and transport mechanisms of pollutants
- Measurement and monitoring of pollutants
- Treatment and management of pollutants
- What makes pollution management so complex

Unit 3: How Can Biodiversity And Development Be Sustained?
This unit examines:
- Sustainability principles to examine environmental management
- The value and management of the biosphere by considering the concept of biodiversity
- Processes that threaten biodiversity and evaluate biodiversity management strategies for a chosen threatened endemic species
- A case study to explore management at an Earth systems scale

Unit 4: How Can The Impacts Of Human Energy Use Be Reduced?
This unit examines:
- Social and environmental impacts of energy production and use on society and the environment
- Water, air, land and living organisms that influence climate, focusing on both local and global scales
- Long term consequences of energy production and use
- Efficiencies of the use of renewable and non-renewable energy resources
- How science can be used to reduce the impacts of energy production and use
- The uncertainty associated with measurement of environmental indicators

PHYSICS

Unit 1: What Ideas Explain The Physical World?
In this unit, students study:
- Heat and assessing the impact of human use of energy on the environment
- Electricity and investigate how electricity can be manipulated and utilised
- How matter and energy have changed since the origins of the universe
- Students undertake quantitative investigations involving at least one independent, continuous variable
- How electric circuits work
- What is matter and how is it formed
Unit 2: What Do Experiments Reveal About The Physical World?
In this unit, students study:
- How can motion be described and explained
- Undertake an optional study
- Practical investigation

Unit 3: How Do Fields Explain Motion And Electricity?
In this unit, students study:
- Production of electricity and its delivery to homes
- The field model
- Effects and applications of gravitational, electric and magnetic fields including the design and operation of particle accelerators
- Newton’s laws and Einstein’s theories to investigate and describe motion
- A student-designed practical investigation related to waves, fields or motion is undertaken

Unit 4: How Can Two Contradictory Models Explain Both Light And Matter?
In this unit, students study:
- The use of wave and particle theories to model and explain the properties of light and matter
- Concept of the wave is used to explain the nature of light and analyse its limitations in describing light behaviour
- Light by using a particle model to explain its behaviour
- A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter
- Students are challenged to think beyond the concepts experienced in everyday life to study the physical world from a new perspective

PSYCHOLOGY

Unit 1: How Are Behaviour And Mental Processes Shaped?
In this unit, students study:
- How the brain functions
- What influences psychological development
- Conduct a student-directed research investigation

Unit 2: How Do External Factors Influence Behaviour And Mental Processes?
In this unit, students study:
- What influences a person’s perception of the world
- How are people influenced to behave in particular ways
- Conduct a student-directed practical investigation

Unit 3: How Does Experience Affect Behaviour And Mental Processes?
This unit examines:
- The nervous system to explain how a person can interact with the world around them
- How stress may affect a person’s psychological functioning and consider the causes and management of stress
- How mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours
- Limitations and fallibility of memory and how memory can be improved

Unit 4: How Is Wellbeing Developed And Maintained?
This unit examines:
- Nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour
- Role of sleep and the impact that sleep disturbances may have on a person’s functioning
- Concept of a mental health continuum and apply a biopsychosocial approach to analyse mental health and disorder
- Specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors
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.

PRODUCT DESIGN AND TECHNOLOGY

The college is currently offering students the opportunity to choose one of two subjects in this area

- A) Textiles Units 1, 2, 3, & 4
- B) Wood Furniture Units 1, 2, 3, & 4

In VCE Product Design and Technology students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation. The knowledge and use of resources is integral to product design. These resources include a range of materials, and the tools, equipment and machines needed to transform these materials in a safe manner into useful products. Increasingly, the importance of environmental sustainability is having an impact on product design and development. More sustainable approaches are therefore at the forefront throughout the product lifecycle.

A) Product Design and Technology  Textiles

Unit 1: Product Redesign and Sustainability
- Manufacture your own designed product using state of the art equipment and machines. Students use good quality fibres, threads and fabrics and are expected to produce fashion garments or manchester pieces that meet the highest standards of quality.
- Creatively bring your ideas to life through the development of your own design portfolio. An important part of the design process is documenting and developing the influences and methods encountered in your journey to make a great product.
- Map out the image of your design with technical drawing. Students can make early assessments of the success of the visual aspects of their final creation.
- Investigate other products, designers, and materials along the way. Learn about intellectual property, its implication and importance when designing.
- Students use a range of machines typical of the fashion industry, so safety is an important part of the course.

Unit 2: Collaborative Design
- Work with your friends in your own design team. Students utilize individual strengths to cooperatively design, develop and manufacture a high quality range of products.
- Collaboratively bring your ideas to life through the development of a group design portfolio. Students combine their creative minds to come up with and develop a design pathway.
- Develop your existing drawing skills in fashion drawing. Students are expected to produce fashion garments or manchester pieces that meet the highest standards of quality.
- Continue to investigate other products, designers, and materials.
- Students use machines and equipment typical of the fashion industry, so safety is an important part of the course.
Unit 3 & 4: Applying the Product Design Process and Unit 4 Product Development & Evaluation

- Students take on the role of a designer, independently developing a product for a client or end user. Time management and productivity are key elements in student success.
- You choose your avenue of interest. Students have unique products and therefore must research and prepare for individual needs e.g. style, function, ergonomics, pricing etc.
- Thumbnail to full visualization sketches develop your product into a fully realized design. Students are required to create comprehensive technical drawings that identify in all detail the product to be constructed.
- Delve into every avenue of your project. Students construct an in-depth portfolio which covers all areas of documentation and research in this yearlong design project.
- Experiment with materials and processes. Students will need to determine the suitability of fabrics notions and construction methods in the process of design development.
- Students use machines and equipment typical of the fashion industry, therefore safety is an important part of the course.
- Manufacture an exceptionally high quality product, using the best quality material and the most effective and enduring methods of construction.

B) Product Design and Technology – Wood

Unit 1: Product Redesign and Sustainability

- Manufacture your own designed product using state of the art tools and machines. Students use good quality materials and are expected to produce pieces of furniture that meet the highest standards of quality.
- Creatively bring your ideas to life through the development of your own design portfolio. An important part of the design process is documenting and developing the influences and methods encountered in your journey to make a great product.
- Map out the image of your design with technical drawing. Using different methods of drawing students are able to make early assessments of the success of the visual aspects of their final creation.
- Investigate other products, designers and materials along the way.
- Students use machines typical of the furniture industry, so safety is an important part of the course.

Unit 2: Collaborative Design

- Work with your friends in your own design team. Students utilize individual strengths to cooperatively design, develop and manufacture a high quality series of products.
- Collaboratively bring your ideas to life through the development of a group design portfolio. Students combine their creative minds to come up with and develop a design pathway.
- Develop your existing drawing skills in technical drawing. Using different methods of drawing students are able to promote visual aspects of their final creation.
- Continue to investigate other products, designers and materials.
- Students use machines typical of the furniture industry, so safety is an important part of the course.

Comprehensive training and instruction in tool and machine use is mandatory.

Unit 3 & 4: Applying the Product Design Process and Unit 4 Product Development & Evaluation

- Students take on the role of a designer, independently developing a product for a client or end user. Time management and productivity are key elements in student success.
- You choose your avenue of interest. Students have unique products and therefore must research and prepare for individual needs e.g. style, function, ergonomics, pricing etc.
- Sketch, sketch, sketch develop your product into a fully realized design. Students are required to create comprehensive technical drawings that identify in all detail the product to be constructed.
- Delve into every avenue of your project. Students construct an in-depth portfolio which covers all areas of documentation and research in this yearlong design project.
- Experiment with materials and processes. Students will need to determine the suitability of materials and joinery methods in the process of design development.
- Students use machines typical of the furniture industry, therefore safety is an important part of the course.
- Manufacture an exceptionally high quality object, using the best quality material and the most effective and enduring methods of construction.
SYSTEMS ENGINEERING

Units 1, 2, 3 & 4  This study investigates the design, operation, construction, assembly, maintenance, repair and evaluation of technological systems applicable to a diverse range of fields such as engineering, manufacturing, automation, electro-technology, robotics and energy management. The study includes both theoretical and practical components and design folio development. The study promotes innovative thinking and problem solving skill through project based learning approach. Units 1&2 focus on mechanical and electro-technology engineering fundamentals, while Units 3&4 focus on energy and integrated, controlled system engineering. The study can provide for students seeking entry into tertiary technology courses, e.g. engineering and applied sciences, or skilled trades and vocational training in the electro-technology and automotive sectors. A sound knowledge of general mathematical principals is needed in order for students to be able to understand the engineering fundamentals involved in the study. Students need to be willing to spend the necessary time required to grasp the theoretical component of the study.

FOOD AND TECHNOLOGY

Unit 1: Food Origins
This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today’s urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia’s culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

Unit 2: Food Makers
In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Unit 3: Food In Daily Life
This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au) and develop their understanding of diverse nutrient requirements. Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Unit 4: Food Issues, Challenges And Futures
In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.
COMPUTING

Unit 1 - Computing
In this unit student’s focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

When creating solutions students need to apply relevant stages of the problem-solving methodology as well as computational, design and systems thinking skills.

Unit 2 - Computing
In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

Unit 3 & 4: Two subjects are offered as below.

INFORMATICS

Unit 3 - Informatics
In Informatics Units 3 and 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1 students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution.

Students develop an understanding of the power and risks of using complex data as a basis for decision making. In Area of Study 2 students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. The second part of the project is completed in Unit 4.

Unit 4 - Informatics
In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. In Area of Study 1 students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project.

In Area of Study 2, students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.
SOFTWARE DEVELOPMENT

Unit 3 – Software Development
In Software development Units 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules. Details of these approaches to problem solving are on pages 14–16.

In Area of Study 1 students respond to given software designs and develop a set of working modules through the use of a programming language. Students examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills. This forms the first part of a project that is completed in Unit 4.

Unit 4 – Software Development
In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3.

In Area of Study 1 students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. They also assess the effectiveness of the project plan in monitoring project progress. In Area of Study 2 students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.
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 into the workforce. Deakin University also accepts VCAL students in some programs.

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

Fully accredited modules and units are selected from four compulsory strands:
1. Literacy and Numeracy,
2. Industry Specific Skills,
3. Personal Development Skills
4. Work Related Skills.

At Bellarine Secondary College the Work Related Skills strand is integrated into Personal Development Skills, Industry Specific Tasters, VET Programs and Structured Work Placement.

### Example of a Year 11 VCAL Student’s Program

<table>
<thead>
<tr>
<th>Pathways</th>
<th>Literacy Skills</th>
<th>Numeracy Skills</th>
<th>Industry Specific Skills (3 subjects required)</th>
<th>Personal Development Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student wanting a pathway in hospitality</strong></td>
<td>VCAL Literacy Skills (Reading, Writing and Oral Communication) or VCE English</td>
<td>VCAL Numeracy Skills or VCE Foundation Mathematics or VCE General Mathematics</td>
<td>(2 out of): VET Hospitality, VET Food Service Skills, VCE Food and Technology, School Based Apprenticeship, Another VET ‘taster’ or VCE subject</td>
<td>VCAL Personal Development Skills Units 1 and 2</td>
</tr>
<tr>
<td><strong>Student wanting a pathway in automotive</strong></td>
<td>VCAL Literacy Skills (Reading, Writing and Oral Communication) or VCE English</td>
<td>VCE Mathematics (General or Methods) Units 1 and 2</td>
<td>(2 out of): VET Automotive, VET Metal Fabrication, School Based Apprenticeship, Another VET ‘taster’ or VCE subject</td>
<td>VCAL Personal Development Skills Units 1 and 2</td>
</tr>
<tr>
<td><strong>Student wanting a pathway in business/retail</strong></td>
<td>VCAL Literacy Skills (Reading, Writing and Oral Communication) or VCE English</td>
<td>VCAL Numeracy Skills or VCE Foundation Maths or VCE General Maths</td>
<td>(3 out of): VET Retail, VET Business Matters, VCE Business Management, School Based Apprenticeship, Another VET ‘taster’ or VCE subject</td>
<td>VCAL Personal Development Skills Units 1 and 2</td>
</tr>
</tbody>
</table>
2. Explanation of VCAL Units

LITERACY AND NUMERACY SKILLS
- Literacy is the ability to develop knowledge, skills and understanding relevant to reading, writing and oral communication in the social contexts of family, employment, further learning and citizenship.
- Numeracy is the ability to use mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel. Students develop knowledge, skills and understanding relevant to the practical application of numeracy in the contexts of home, work and the community.
- These subjects also provide pathways to further study such as VCE or further education language and numeracy courses. The Literacy and Numeracy Strand is compulsory and is automatically selected when choosing VCAL.

PERSONAL DEVELOPMENT SKILLS
Units selected 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
Curriculum 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 and social justice
- Health and fitness
- Event management
- Leadership skills

At Bellarine Secondary College, the Personal Development Skills classes follow specific themes. Students are required to complete complex organisational projects that involve developing independence, initiative, self-responsibility and cooperation within a team environment. In the past, themes have included multiculturalism, junior sports coaching, developing links with overseas schools and social justice.

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 subject. All students who select VCAL must undertake a full VET program through Bellarine Secondary College or through one of our education partnerships. (Please note these partnerships are currently being reviewed.

The curriculum for the 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 program. These subjects can be used to satisfy the Industry Specific Skills Strand and the Work Related Skills Strand and they also offer the opportunity for students to broaden their experiences and follow their interests. These subjects are either half or full-year units.
ART AND DESIGN (Certificate III Visual Arts and Contemporary Craft) Half Year Unit

This unit requires students to produce a workbook and folio of artworks and designs, along with several research tasks for assessment. This unit will cover the following:

- Development of skills using a range of art materials
- Methods for communicating ideas
- Design processes and documentation
- Research and analysis
- A range of presentation methods
- Picture mounting and framing
- Skills in art studio and gallery operations

MUSIC INDUSTRY (Cert II in Music Performance) Half Year Unit

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.

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

This subject is designed to provide students with skills to be able to prepare and serve food and beverages in a range of situations (e.g. café; small business – food outlet). The units covered will give the students a good knowledge of the requirements and skills necessary for employment in the hospitality industry. This course comes straight out of the Cert II in Hospitality training package.

Students will be have to display competency through the application of practical skills and techniques; and the completion of theory reading, research, short answer tests and verbal revision. Modules of competency covered will be:

- Organise and prepare food
- Present food
- Receive and store kitchen supplies
- Use basic methods of cookery
- Follow workplace hygiene procedures

METAL FABRICATION (Certificate II in Engineering) Full Year Unit

- 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 e.g. detailed job plans

It is a VET ‘taster’ but students who do Metal Fabrication for 2 years have the opportunity to compete the full Certificate II qualification. All first year outcomes have a substantial theory element that is incorporated into a practical model through negotiation with the teacher. Second year students have a lesser amount of theory with a strong focus on a major project. These projects include but are not limited to: trailers, spit roast BBQ, skate ramps, tool cabinets, camping equipment and others through negotiation. Students who successfully complete the course will have developed skills in line with that expected of entry level or greater of 1st year apprentices.
CARPENTRY (Certificate II in Building and Construction (Carpentry) Full Year Unit)
In this subject students develop skills used in Carpentry. It is a full year course that is conducted in the school Wood Workshop with students working on individual projects. Students will learn about OH&S, Hand Tools, Power Tools, Timber Machines and different types of timbers. Student will need to develop skills in: Following directions and instructions, planning, organising and prioritising. They will also review and present their projects which will include: a sawhorse, a tool box and a box for an oilstone and they will also be instructed on tool sharpening. Students who choose Carpentry in Year 11 and Year 12 will have the opportunity to complete the full Certificate II.

OUTDOOR RECREATION (Certificate II in Outdoor Recreation) Full Year Unit
This subject aims to provide specific skills and knowledge required for an assistant level employee in the field of recreation such as a school camp or outdoor recreation provider. In addition to theory work, this subject has a high practical component including surfing, mountain bike riding, rock climbing and bushwalking.

The subject will also include facility maintenance, general workplace operations, activity planning and delivering activities for participants. It is a VET ‘taster’ but students who do Outdoor Recreation for 2 years have the opportunity to complete the full Certificate II qualification.

There is an extra levy of $110 for this subject to help cover the costs of the practical excursions.

BUSINESS MATTERS Full Year Unit
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, recording keeping, location, price and budgeting. Students will investigate what makes a business successful will interview business owners, employees and customers. Students will examine examples of successful and innovative businesses.

INFORMATION TECHNOLOGY Full Year Unit
This course provides the foundation computing skills and knowledge for an individual to be an effective information technology user or employee. It is designed for those who use computer software packages in a business or at home. The course is also suitable for people seeking computing and information technology skills who lack formal qualifications needed for entry to more advanced programs.

A range of units would be offered, such as:
- Operate computer hardware
- Operate computing packages
- Use computer operating system
- Work effectively in an IT environment
- Communicate in the workplace
- Install software applications
- Interact with clients

Please note the industry specific class needs to be different from the VET course you have selected.
3. Important VCAL Details

Attendance of VCAL Students.
Bellarine Secondary College requires that VCAL students will have an attendance record in line with that which is required of VCE students. All absences must be authenticated with a note from parents or a medical certificate.

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.

We make every effort to ensure that subjects published in this handbook will be offered, however the running of classes will be reliant on numbers resulting from student selections. We therefore reserve the right to make alterations to courses that are subject to VCAA approval, timetable issues, staffing issues and external auspicing issues.

ESSENTIAL LEVIES
Students completing the VCAL course will be required to pay a course cost of $200. As part of students enrolling in VCAL there are a number of excursions and incursions that attract a significant cost outside the normal curriculum. Texts and stationery are also provided. This levy is essential for your child to complete the VCAL course. A deposit of $100 will be required to be paid before the enrolment is enacted.

There may be additional charges for some of the accredited certificates. For example if your child needs to complete a White Card (OHS Certification) to work at a building site. You will be notified of these opportunities throughout the year.

4. Selection of VCAL Units

Students need to complete the set literacy, numeracy and personal development units. These are set core curriculum.

Students will need to select a VET subject that is offered at school or an external provider. Alternatively they can apply for a school based apprenticeship.

Students can then elect to either study one VET taster subject from the list that are offered or submit a request to complete a VCE subject.

All VCAL students will be expected to participate in Structured Workplace Learning which would occur each Friday.