



**BELLARINE SECONDARY COLLEGE  
LATER YEARS PROSPECTUS  
2021**

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## GLOSSARY

<b>S.B.A.T</b>	School Based Apprenticeship or Traineeship
<b>V.C.A.A</b>	Victorian Curriculum and Assessment Authority - the body that runs the VCE/VCAL/VET/SBA
<b>V.C.A.L</b>	Victorian Certificate of Applied Learning
<b>V.C.E</b>	Victorian Certificate of Education
<b>V.E.T</b>	Vocational Education and Training

## LATER YEARS COURSE SELECTION

Bellarine Secondary College offers two Certificates for Later Years students; the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).

The VCE program at the College offers a broad range of subjects while the VCAL program provides a vocational, hands-on alternative qualification for senior students. Students completing the VCAL program must also complete a VET or SBAT to enable success in the program. You may also choose to do a VCE and/or VET subject as part of your VCE course.

Importantly, if you are unsure of your pathway beyond the College and intending to complete a VCE program it is important to choose a broad range of subjects so that you maintain your options.

This prospectus contains details of those courses and subjects available in the Later Years as well as providing information about the selection process in which you are about to participate.

Later Years staff and the Careers Teachers are available to advise you before you make subject selections. We encourage you to take advantage of staff experience and expertise when selecting your program. It is also very powerful to discuss your pathway options and subject selections with family, friends, class teachers and, of course, our college specialist Careers Team so that you fully consider all of your options.

The Course Counselling process this year will again involve formal interviews with all Year 10 and Year 11 students and their parents/guardians about subject choices and the pathways into careers and further study. You will receive 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. 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 previously mentioned, you will be required to study VET within your VCAL certificate and will have the opportunity to study VET subjects, as part of your VCE.

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.

**Tracey Fawcett**

Later Years Leader

**Angela Van Zyl**

VCAL Leader

**Scott McDonald**

Transitions and Pathways Leader/ VET & Careers

## SENIOR PATHWAYS

Before making decisions about VCAL, VCE and VET programs, it is important for students to reflect on the experiences offered by the College throughout years 9 and 10. Programs such as Geelong Tertiary Futures Program, Year 10 Careers Day excursions, Career Tools Link on the Intranet and Career Action Plans completed during each year of schooling, may give students an idea of their pathway goals.

## SELECTING VCAL OR VCE

In Years 11 and 12 there are two Senior certificates to choose from. These are VCAL and VCE and each of these will suit the skills, needs and goal of different students.

Before you choose your pathway and subjects, you should be thinking about your future and the types of careers/occupations you can realistically see yourself enjoying and committing to.

You should consider the following questions:

1. Who am I? (Self-Awareness)

What subjects do I enjoy? What subjects am I good at? Do I have the aptitude for the particular job I am interested in? Do I have the skills that would suit a particular industry? What type of job suits my personality? What type of responsibility do I want in a job? What are my interests? What are my needs?

2. What do I want to be? (Occupational Awareness)

What type of job do I want? What educational qualifications do I need for this job?

3. What course can I take? (Course Awareness)

Where can I study for these occupations? What subjects do I need to get into these courses?

If you do not know the answers, that is OK, but please give it some serious thought and use your Career Action Plan (CAP) using the website [www.wirl.com.au](http://www.wirl.com.au) and log into your account to try out some planning and testing for careers ideas.

From your research on various occupations, you should be aware by now that there are various types of post school options available to you:

- University Degrees
- Vocational Education and Training
- Apprenticeships, Traineeships
- Short Courses and external studies
- Employment – Part time, full time or casual



## LATER YEARS CERTIFICATE 2021

## 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.

Adult students can have different requirements.

### **Primary Pathways from VCE**

- To receive an ATAR for a: University Course
- TAFE Certificate or Diploma
- Apprenticeships or Traineeships

### **VCE can be made up of:**

- VCE Units
- VCE VET Units
- Other accredited VET Programs

## 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.

### **Three Levels**

Foundation; Intermediate; Senior

### **Primary Pathways from VCAL**

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

### **VCAL Can be made up of:**

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

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

OPTIONS	VCE PROGRAM	VCAL PROGRAM	VET STUDIES
Homework demands	Very Demanding 1-4 hours homework per night	Moderately demanding up to 1 hour per night	Ranges from moderate to very demanding depending on units
Teaching and learning styles	Based predominately on theoretical and analytical key knowledge	Applied and active learning applicable to work place	Combination of theoretical and applied learning based on a level of competency
Pathways	University / TAFE / traineeship or apprenticeship or employment	TAFE / traineeship or apprenticeship or employment	University / TAFE / traineeship or apprenticeship or employment
Student Attributes	Highly motivated towards chosen tertiary studies	Students who are self-motivated and have a known vocation	Students enjoy combining active and theoretical learning styles
Enrolment and Student Material Fees	Students material fees are applicable	Students material fees are applicable	Enrolment and material fees apply for each unit for each year of study.

## VICTORIAN CERTIFICATE OF EDUCATION

### STUDIES AND UNITS

- Most studies have four units, each unit lasts 1 semester or half of a school year
- Units 1 & 2 are usually taken in Year 11
- Units 3 & 4 are usually taken in Year 12
- 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)

### **THE MINIMUM TO SATISFY SUCCESSFUL COMPLETION OF VCE IS 16 UNITS ACROSS BOTH YEAR 11 AND 12**

At Least 3 Units of English, that includes the Units 3 & 4, plus a sequence of Units 3 & 4 in three studies apart from English.

### ASSESSMENT AND REPORTING

Judgements about satisfactory completion are based on learning outcomes

Each VCE unit of study has between two and four outcomes

For all studies, the school decides whether you have satisfactorily completed a unit by achieving the learning outcome

#### SCHOOL ASSESSMENT

There are two kinds of school assessment. The first is called, School Assessed Course work (SAC's). This assesses how you have performed the learning outcomes specified in the study design. The second is called a School Assessed Task (SAT's). This kind of task will follow the specifications set by the Victorian Curriculum Assessment Authority. (Generally in subjects requiring a practical component. e.g The Arts & Technology studies)

For further information refer to the VCAA website: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)



## 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 (Nominal 200 hours)
- a VCE unit
- a VET course (Nominal 100 hours of units / modules from a VET course)
- Structured Workplace Learning (SWL) credit

### 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 per unit 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

Literacy and Numeracy	Page 48
Personal Development Skills	Page 48
Industry Specific Units (VET 'tasters')	Page 48
Work Related Skills	Page 48 - 49

## VET

**VOCATIONAL EDUCATION AND TRAINING (VET) COURSES:**

We will again be offering a number of VET courses. These include:

- Agriculture
- Animal Studies
- Automotive Technology
- Applied Fashion Design
- Allied Health
- Beauty Therapy
- Building and Construction
- Business
- Community Services
- Dance
- Digital Media and Technology
- Engineering
- Equine Industry
- Horticulture
- Kitchen Operations
- Music
- Outdoor Recreation
- Retail Cosmetics
- Sales Assistant
- Visual Arts

**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 or for VCAL students during their Structured Workplace learning days.

Individual VET courses are delivered at a number of sites including; Bellarine Secondary College, Geelong High, Matthew Flinders, Belmont, North Geelong, Sacred Heart, St Ignatius, Geelong Industry Trade Training Centre at Northern Bay.

**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.

VET subjects such as Equine Industry and Music Industry in Year 12 have scored assessments which contribute towards ATAR scores for further study.

**DISADVANTAGES:**

- Students may have to travel to Geelong or Corio 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 MISS LISA BROWN AFTER YOUR COURSE COUNSELLING INTERVIEW AND FILL OUT THE EXPRESSION OF INTEREST FORM.**

**\*\*\*\*\* PLEASE BRING YOUR CHILD'S USI NUMBER TO COURSE COUNSELLING. STUDENTS ENROLLING IN A VET COURSE AT THE GORDON WILL BE REQUIRED TO UNDERTAKE AN ADDITIONAL ONLINE ENROLLMENT PROCESS ON THE SAME NIGHT AS COURSE COUNSELLING. THIS PROCESS MUST BE COMPLETED AT COURSE COUNSELLING FOR YOUR CHILD TO OBTAIN A PLACE IN THIS VET COURSE. PLEASE ENSURE THAT YOU HAVE A WORKING, CURRENT PERSONAL EMAIL WHICH YOU WILL BE REQUIRED TO ACCESS DURING COURSE COUNSELLING. THIS PROCESS WILL TAKE SOME ADDITIONAL TIME TO COMPLETE ON THE DAY/NIGHT\*\*\*\*\***

School Based Apprenticeships and Traineeships are available in a number of areas. Please fill out the expression of interest form, which can be collected from the Pathways office. Mr Matheson is at the school on Wednesdays to assist in setting up SBAT's and Traineeships.

## VCE UNITS OFFERED

DISCIPLINE BASED AREA	SUBJECT	UNITS OFFERED IN 2018
<b>Arts</b>	Art*	1,2,3,4
	Drama	1,2,3,4
	Media*	1,2,3,4
	Studio Arts*	1,2,3,4
	Visual Communication Design	1,2,3,4
<b>English</b>	English	1,2,3,4
	English Literature	1,2,3,4
<b>Health and Physical Education</b>	Health and Human Development	1,2,3,4
	Outdoor & Environmental Studies*	1,2,3,4
	Physical Education*	1,2,3,4
<b>Humanities</b>	Business Management	1,2,3,4
	History Revolutions	3,4
	Legal Studies	1,2,3,4
	Twentieth Century History	1,2
<b>Languages</b>	Indonesian*	1,2,3,4
<b>Mathematics</b>	Foundation Mathematics	1,2
	Further Mathematics	3,4
	General Mathematics	1,2
	Mathematical Methods CAS	1,2,3,4
	Specialist Mathematics	1,2,3,4
<b>Science</b>	Biology*	1,2,3,4
	Chemistry*	1,2,3,4

	Environmental Science	1,2,3,4
	Physics	1,2,3,4
	Psychology*	1,2,3,4
<b>Technology</b>	Agriculture & Horticulture*	1,2,3,4
	Product Design and Technology -	
	(a) Textiles*	1,2,3,4
	(b) Woodwork*	1,2,3,4
	Computing	1,2
	Food Studies*	1,2,3,4
	Informatics	3,4
	Software Development	3,4
	Systems Engineering*	1,2,3,4
<b>VET SUBJECTS OFFERED AT BELLARINE S.C</b>	VET Building and Construction	1,2,3,4
	VET ICT	1,2,3,4
	VET Equine*	1,2,3,4
	VET Engineering	1,2,3,4
	VET Music Performance*	1,2,3,4

\*These Units attracted a cost in 2021 over and above the Essential College Levy.

\*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****DRAMA****UNIT 1: DRAMATIC STORYTELLING**

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and of a performance by professional drama practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism.

**UNIT 2: NON-NATURALISTIC AUSTRALIAN DRAMA**

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

**UNIT 3: DEvised NON-NATURALISTIC ENSEMBLE PERFORMANCE**

This unit focuses on non-naturalistic devised ensemble drama. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions and work collaboratively to devise, develop and present an ensemble performance. Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to shape and enhance the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

**UNIT 4: NON-NATURALISTIC SOLO PERFORMANCE**

This unit focuses on the development and presentation of non-naturalistic devised solo performances. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skill in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and performance and expressive skills to develop and present a short solo performance. These skills are further developed as students create a devised solo performance in response to a prescribed structure. Students also document and evaluate the stages involved in the creation, development and presentation of a solo performance.

**Career Pathways include: Actor, Actress, Film Making, Production, Theatre and Events, Media and Communications, Literary Studies, Live Production, Script Writer, Drama Teacher.**

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## MEDIA

### **UNIT 1: MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES**

The relationship between audiences and the media is dynamic and changing. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product. In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Area of Study 1: Media Representations

Area of Study 2: Media forms in production

Area of study 3: Australian Stories

### **UNIT 2: NARRATIVES ACROSS MEDIA FORMS**

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception.

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Area of study 1: Narrative, Style and genre

Area of Study 2: Narratives in Production

Area of Study 3: Media and Change

### UNIT 3: MEDIA NARRATIVES AND PRE-PRODUCTION

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Narratives are defined as the depiction of a chain of events in a cause and effect relationship occurring in physical and/or virtual space and time in non-fictional and fictional media products.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Area of Study 1: Narrative and Ideology

Area of Study 2: Media Production development

Area of study 3: Media production design

### UNIT 4: MEDIA PRODUCTION AND ISSUES IN THE MEDIA

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Area of Study 1: Media Production

Area of Study 2: Agency and Control in and of the Media

**Career pathways include: Photographer, Publisher, Set designer, stage manager, graphic designer, film critic/reviewer, Film and TV production- director, editor, camera operator, lighting operator, sound technician, producer, writer, general production crew member, games developer, radio production, make-up artist, media presenter, actor, animator, Illustrator, Multimedia developer, Copywriter, advertising, communication, social media manager, social media influencer, app development, social media content generator**



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## STUDIO ARTS

### UNIT 1: STUDIO INSPIRATION AND TECHNIQUES

This unit focuses on students developing an understanding of the stages of studio practice and learning how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

### UNIT 2: STUDIO EXPLORATION AND CONCEPTS

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. The exhibition of artworks is integral to Unit 2 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

### UNIT 3: STUDIO PRACTICE AND PROFESSIONAL ART PRACTICES

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions for artworks. Students develop and use an exploration proposal to define an area of creative exploration and plan and apply a studio process to explore and develop ideas. Students examine artists and their work practices and processes including their use of inspiration, materials and techniques. Art exhibitions are analysed throughout the unit and students reflect on the different environments where artworks are exhibited.

### UNIT 4: STUDIO PRACTICE AND ART INDUSTRY CONTEXTS

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link to the ideas resolved in Unit 3. The development of these artworks should reflect refinement and skilful application of materials and techniques, and the resolution of ideas in the exploration proposal in Unit 3. On completion of the artworks, students provide an evaluation about the cohesive relationship between the artworks. This unit also investigates aspects of artists' involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Examination of a range of environments for the presentation of artworks is also covered.

**Career pathways include: Artist, painter, photographer, illustrator, printmaker, sculptor, curator, art gallery assistant, designer, fashion, Bachelor of Arts (Fine Arts, Creative Arts, Visual Arts)**

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## 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: APPLICATIONS OF VISUAL COMMUNICATION WITHIN 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: VISUAL COMMUNICATION DESIGN PRACTICES**

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: VISUAL COMMUNICATION DESIGN DEVELOPMENT, EVALUATION AND PRESENTATION**

The focus of this unit is the development of design 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.

**Career Pathways include: Graphic designer, Advertising, Architect, Landscape designer, Furniture designer, Fashion designer, Interior designer, Illustrator, Industrial/product designer, Set/exhibition designer, CGI - Computer graphics/animation, Engineering design, Digital/Web designer, Print publication.**

**ENGLISH**

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**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%

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## 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%

**Careers Pathways include: writer, publisher, law clerk, editor, copywriter, journalist, actor, media presenter, marketing officer, library assistant, teacher, theatre critic, court recorder, administrative assistant**

## HEALTH & PHYSICAL EDUCATION

### HEALTH AND HUMAN DEVELOPMENT

#### **UNIT 1 UNDERSTANDING HEALTH AND WELLBEING**

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students consider wellbeing to be an implicit element of health.

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

#### **UNIT 2 MANAGING HEALTH AND DEVELOPMENT**

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

#### **UNIT 3 AUSTRALIA'S HEALTH IN A GLOBALISED WORLD**

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

**UNIT 4 HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT**

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

**Career Pathways include: Nursing, Teaching, Nutrition, Speech Pathology, Health Promotion**

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## OUTDOOR AND ENVIRONMENTAL STUDIES

### UNIT 1 EXPLORING OUTDOOR EXPERIENCES

This unit examines some of 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. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

### UNIT 2 DISCOVERING OUTDOOR ENVIRONMENTS

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

### UNIT 3 RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.

### UNIT 4 SUSTAINABLE OUTDOOR RELATIONSHIPS

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop and apply theoretical knowledge about outdoor environments.

**Career Pathways include: Sport and Recreation, Horticulture, Teaching, Parks Officer, Tour Guide**

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## 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 EDUCATION – MOVEMENT & SKILLS & ENERGY FOR PHYSICAL ACTIVITY**

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.



**UNIT 4 PHYSICAL EDUCATION – TRAINING TO IMPROVE PERFORMANCE**

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

**Career Pathways include: Teaching, Sports Science, Exercise Science, Personal Trainer, Physiotherapy, Osteotherapy, Paramedic**

## HUMANITIES

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### BUSINESS MANAGEMENT

#### **UNIT 1: PLANNING A BUSINESS**

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. 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.

#### **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:**

Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making.

**UNIT 2:**

Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals. The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies.

**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.

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## 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.

**Career pathways are Solicitor, Accountant, Barrister, Teacher, Business Manager.**

## LANGUAGES

### 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.

#### INDONESIAN:

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

## 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.

### UNIT 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 two compulsory areas of study 'Data analysis' and 'Financial Maths' then two 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.

### UNIT 3 & 4: MATHEMATICAL METHODS CAS

Students study 'Coordinate geometry', 'Circular (trigonometric) functions', 'Calculus', 'Algebra' and 'Statistics and probability'. Students complete 2 exams in November and 3 tasks during the year. A TI-nspire CAS calculator is required.

**UNIT 3 & 4: SPECIALIST MATHEMATICS**

Students study: 'Coordinate geometry', 'Circular (trigonometric) functions', 'Algebra', 'Calculus', 'Vectors in two and three dimensions' and 'Mechanics'. Students must either have passed Mathematical Methods 3 & 4 previously, or be studying it in the same year to attempt this subject. 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. \$250). 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.**

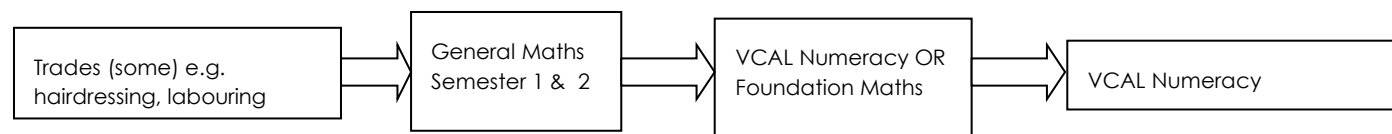
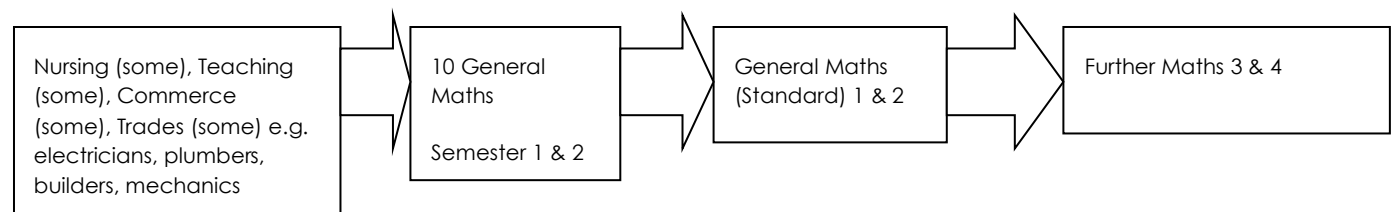
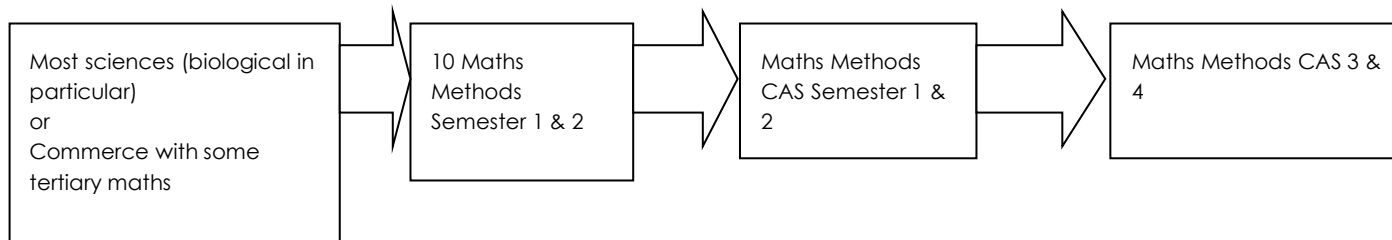
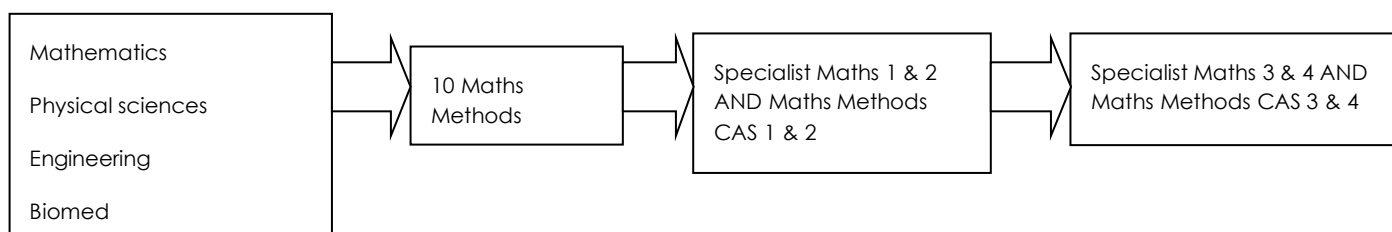
Note: Students intending to study Mathematics beyond Year 12 are strongly advised to take General Mathematics and Mathematical Methods CAS 1 & 2 in Year 11, then, depending on their results, choose to complete Mathematics Methods and Specialist in Year 12.

**FUTURE PATHWAYS**

**YEAR 10**

**YEAR 11**

**YEAR 12**



**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.**

**SCIENCE****BIOLOGY****UNIT 1: HOW DO LIVING THINGS STAY ALIVE?**

This unit examines:

- Structure and functioning of cells and how the plasma membrane 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
- Inheritance patterns
- 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

**Career Pathways include: scientist for example biological, forensic, sports or medical scientist, medical practitioner, medical laboratory technician, vet nurse, nurse, zoo keeper, fisheries officer, dental technician, natural therapist, wine maker, nursery person**



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## 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

**Career Pathways include: scientist for example chemist, forensic, sports or medical scientist, medical practitioner, chemical engineer, water and waste water plant operator medical laboratory technician, vet nurse, nurse, aquaculture technician, wine maker, food processing technician**

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## 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
- Practical investigation

**Career Pathways include: scientist for example biological, forensic or animal scientist, park ranger, natural resource manager, environmental field officer, zoo keeper, fisheries officer, landscape architect, nursery person, Landcare worker, urban and regional planner, environmental health officer**

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## 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

**Career Pathways include: Engineers including aerospace, biomedical, environmental, civil and computer, technicians including air force, sound, or medical laboratory technician, surveyors, pilots, radiation therapist, electrician, cartographer, toolmaker**

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## 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 METAL 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

**Career Pathways include: Psychologist, social work, welfare work, child protection, juvenile justice, community corrections, disability work, drug and alcohol, youth work, other roles such as administration, management, policy and research.**

## TECHNOLOGY

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### 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.

**Career Pathways include: Agriculture- Agronomist, soil scientist, Vet, Vet nurse, Animal nutritionist, Farm hand, Farm manager, Gardener, Shearer, Viticulturist, Horse manager, Farmer, Technician, Stock agent.**

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## PRODUCT DESIGN AND TECHNOLOGY

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

- Textiles Units 1, 2, 3, & 4
- 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. 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. 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. 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 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 affective 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 material and process. 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. Comprehensive training and instruction in tool and machine use is mandatory.
- Manufacture an exceptionally high quality object, using the best quality material and the most affective and enduring methods of construction.



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## 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.

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## FOOD STUDIES

### **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](http://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.

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## 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.

**Career Pathways include: Programmer, Network Administrator, IT Security Analyst, Web Developer, Games Developer, App Developer, Database Administrator, Business Systems Analyst**

## VCAL 2021

### 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**

<b>PATHWAYS</b>	<b>LITERACY SKILLS</b>	<b>NUMERACY SKILLS</b>	<b>INDUSTRY SPECIFIC SKILLS (3 SUBJECTS REQUIRED)</b>	<b>PERSONAL DEVELOPMENT SKILLS</b>
Student wanting a pathway in hospitality	VCAL Literacy Skills (Reading, Writing and Oral Communication)	VCAL Numeracy Skills	(2 out of): VET Hospitality VET Kitchen Operations VCAL Food Service Skills VCE Food Studies School Based Apprenticeship Another VET 'taster' or VCE subject	VCAL Personal Development Skills Units 1 and 2
Student wanting a pathway in automotive	VCAL Literacy Skills (Reading, Writing and Oral Communication)	VCAL Numeracy Skills	(2 out of) VET Automotive VCAL Metal Fabrication School Based Apprenticeship Another VET 'taster' or VCE subject	VCAL Personal Development Skills Units 1 and 2
Student wanting a pathway in business/retail	VCAL Literacy Skills (Reading, Writing and Oral Communication)	VCAL Numeracy Skills	(3 out of) VET Retail VCAL Business Matters VCE Business Management School Based Apprenticeship Another VET 'taster' or VCE subject	VCAL Personal Development Skills Units 1 and 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) FULL 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

### **FOOD SERVICE SKILLS (CERT II IN HOSPITALITY OR KITCHEN OPERATIONS) FULL 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 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 compete the full Certificate II qualification.

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

**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.

## 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. 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 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

## 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 are expected to participate in Structured Workplace Learning, which will occur one day a week.